DOCUMENT RESUME

ED 260 060 SP 026 390

AUTHOR	Pigge, Fred L.
TITLE	An Approach to Program/Product Evauluation in Teacher Education.
INSTITUTION	Ohio State Dept. of Education, Columbus.
PUB DATE	78
NOTE	346p.
PUB TYPE	Reports - Descriptive (141) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC14 Plus Postage.
DESCRIPTORS	Evaluation Methods; *Graduate Surveys; Higher Education; Longitudinal Studies; Program Attitudes; *Program Effectiveness; Program Evaluation; *Teacher Education Programs
IDENTIFIERS	*Bowling Green State University OH

ABSTRACT

This document describes the instruments and procedures of the graduate follow-ups and program and product evaluations conducted from 1970 to 1978 by Bowling Green State University (BGSU). Three teacher education product follow-up evaluative activities which have been completed are reviewed, and a fourth study being conducted during the 1977-78 academic year is described. Brief outlines are provided of each of the four studies: (1) a quarterly follow-up of College of Education graduates; (2) a general survey of the on-the-job effectiveness of graduates, and graduates' appraisal of BGSU's teacher education requirement in liberal arts, major/minors, and professional courses and experiences; (3) specific program and product evaluations; and (4) a second survey of on-the-job effectiveness of graduates and graduates' appraisal of BGSU's teacher education requirements. The final section of the report briefly outlines attempts to obtain departmental, program, and area "closures" from the results of the various evaluative follow-up studies. The appendices present the instruments and cover letters used in each of the four studies. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED260060

AN APPROACH TO PROGRAM/PRODUCT EVALUATION IN TEACHER EDUCATION

BEST COPY AVAILABLE

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

F.L. Pigge

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

● Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

DEPARTMENT OF EDUCATION 1977

SP026390

OHIO STATE BOARD OF EDUCATION

Everett Jung, M.D., *President, Hamilton*
Martha W. Wise, *Vice-President, Elyria*
Martha Bolton Agler, *Columbus*
William Baker, *Madison*
Wallace E. Blake, *Zanesville*
Walter A. Burks, Jr., *Cleveland*
Thaddeus Garrett, Jr., *Akron*
Susan D. George, *Canton*
Robert W. Grosser, *Strongsville*
William M. Judd, *Cincinnati*
Thomas A. Kelty, *Poland*
Robert A. Lyons, Sr., *Dayton*
Roy D. McKinley, *Coshocton*
John R. Meckstroth, *Cincinnati*
Ward M. Miller, *Portsmouth*
Anthony J. Russo, *Mayfield Heights*
Ruth S. Schildhouse, *Columbus*
Wayne E. Shaffer, *Bryan*
Cecil M. Sims, *Piqua*
Robert M. Torok, *Parma*
Robert W. Walker, *Adena*
Robert E. Williams, *Xenia*

Franklin B. Walter
Superintendent of Public Instruction

Virginia L. Kunkle
Assistant Superintendent-Instruction

Paul W. Hailey
Director, Teacher Education and Certification

Gay S. Pinnell
Consultant, Teacher Education

AN APPROACH TO PROGRAM/PRODUCT EVALUATION
IN
TEACHER EDUCATION

Fred L. Pigge

Professor of Education

Bowling Green State University

Ohio Department of Education

1978

BEST COPY

FORWARD

Quality education for elementary and secondary school students is dependent upon quality education of their teachers. Not only has man's knowledge and technology expanded at an exponential rate, but social, economic, and political forces have imposed increasingly complex demands upon our educational system.

In recognition of the many, varied, and different expectations for teachers in today's schools, the State Board of Education adopted new "Standards for Colleges or Universities Preparing Teachers."

To assist colleges and universities effect compliance with these new standards, a historic special-purpose biennial appropriation was approved by the 111th General Assembly.

Fifty-one colleges and universities in Ohio who prepare men and women to enter various teaching fields are now engaged in significant restructuring of their preservice programs. The primary purpose of this restructuring is to increase the entry-level performance of beginning teachers. Administrators, practicing elementary and secondary teachers, students, college and university faculties, and interested citizens throughout the State are working together in this endeavor.

Excellence in the preparation of those who will enter the teaching profession is essential to providing the professional services needed in today's society.

Franklin B. Walter

FRANKLIN B. WALTER
Superintendent of Public Instruction

Preface

> Maintenance of acceptable teacher education programs demands a continuous process of evaluation of the graduates of existing programs, modification of existing programs, and long range planning. It is assumed that faculty and administrators in teacher education evaluate the result of their programs and relate the findings of this evaluation to program development. . . . The ultimate criterion for judging a teacher education program is whether it produces competent graduates who enter the profession and perform effectively.[1]

The above excerpt which reflects NCATE's views regarding teacher education program and product evaluations and the State of Ohio's position, contained in Item A of "Standard EDb-303-08 Evaluation,"[2] demonstrate the relevance of the present document.

This document describes the instruments and procedures of the graduate follow-ups and program and product evaluations conducted since 1970 by Bowling Green State University.

The purpose of the document is to share instruments and procedures. More specifically, the document provides information which will enable other institutions to adapt, replicate, or further refine the presented procedures and instruments.

The document should not be viewed as the model for product follow-up and program/product evaluations but as a description of what Bowling Green State University has done in the area. Although Bowling Green's efforts for the evaluation of its programs and products have been well received and used by institutions in Ohio and other states, it is anticipated that the long-range effects of the contents of this document will be that of a catalyst for others "to develop improved means for making such evaluations."[3]

---

[1] NCATE, Standards for the Accredition of Teacher Education, January, 1970, p. 12.

[2] Ohio Department of Education, Standards for Colleges or Universities Preparing Teachers, 1975, p. 9.

---

[3] NCATE, _op_. _cit_., p. 13.

TABLE OF CONTENTS

I. Purpose of the Document 1

II. The Quarterly Follow-up of the College of Education Graduates. 3

III. A General Survey (1971-72) of the "On-the-Job" Effectiveness of the Graduates and Their Appraisal of the Bowling Green State University Teacher Education Programs 7

- The Instruments 7
- The Procedures. 8

IV. A Study of Specific Product and Individual Program Evaluations. 11

- Introduction. 11
- The Instruments 12
- The Sample. 15
- The Findings. 16

V. A Second General Survey (1977-78) of the On-the-Job" Effectiveness of the Graduates and Their Appraisal of the Bowling Green State University Teacher Education Programs .24

- Procedures and Sample 24
- The Instruments 24
- Proposed Analysis and Reporting 25

VI. Closure - The Role of the Education Program Council in the Teacher Education Product Follow-up and Program/Product Evaluations 26

Appendix A. 27

Appendix B. 31

- Cover Letter to Teachers 32
- A General Appraisal of my Preparation as a Teacher at Bowling Green State University. 33
- Principal's Cover Letter 40

A Checklist Concerning Teaching Effectiveness of Former Bowling Green State University Students 41

Appendix C. 43

Cover Letter to Teachers 44

A Program Area Appraisal of My Preparation as a Teacher at Bowling Green State University. 45

Competencies Related to Education Courses (Part A of Each Instrument) 46

Specific Part B Instruments. 51

1) American Studies. .51
2) Art Education 57
3) Biology 60
4) Business Education. 64
5) Chemistry 68
6) Distributive Education. 72
7) Earth Science 76
8) Elementary Education. 80
9) English 84
10) Geography 87
11) German and Russian. 91
12) Health Education. .94
13) History 99
14) History and Political Science 104
15) Home Economics. 109
16) Industrial Education. 115
17) Library and Educational Media 121
18) Mathematics 127
19) Music 130
20) Physical Education HPE-Men. 133
21) Physics 136
22) Political Science 139
23) Psychology. 142
24) Romance Language. 146
25) Science Education 149
26) Secondary School Physical Education - Women 152
27) Social Studies. 156
28) Sociology 159
29) Special Education 163
30) Speech. 174
31) Speech Pathology and Audiology. 177

Cover Letter to Principals 182

Principal's Questionnaire. 183

Appendix D. 185

Cover Letter to Teachers 186

An Appraisal of My Preparation as a Teacher at Bowling Green State University. 187

Principal's Questionnaire. 195

LIST OF FIGURES AND TABLES

Figure 1. Placement Response Card 4

Table 1. Teachers' Self-Reported Need and Proficiency in 26 Competency Areas. 18

Table 2. Teachers' Need Statements and Where the Teachers Developed Their Needed Proficiencies 20

Table 3. Principals' Ranking of 16 Teacher Need and Proficiency Statements 23

Section I

Purpose of the Document

The purpose of this document is to share with other agencies and institutions the procedures and instruments of product follow-up and program/product evaluations conducted by Bowling Green State University (BGSU) in relation to its College of Education graduates. This document summarizes the main components and presents copies of the instruments of the several teacher education product follow-up evaluative activities completed at BGSU since 1971.

This document provides information which should enable other institutions to adapt, replicate or further refine the presented procedures and instruments. It should not be viewed as the model for product follow-up and program/product evaluations but merely as a description of what one university has done in the area of program/product evaluations.

Specifically, this document reviews three teacher education product follow-up evaluative activities which have been completed and describes a fourth study being conducted during the 1977-78 academic year.

A brief outline of each of the four studies follows:

A quarterly follow-up of the College of Education graduates. The first mailing for this follow-up is approximately eight weeks after each of the four graduations per year (December, March, June, and August). Mailings are repeated until approximately 80% are returned. The purposes and procedures of this activity are discussed in Section II of this report.

A general survey of the on-the-job effectiveness of graduates and the graduates' appraisals of BGSU's teacher education requirement in liberal arts, majors/ minors and professional courses and experiences. This study was conducted during the 1971-72 academic year. The purpose and procedures of this evaluative endeavor are discussed in Section III.

Specific program and product evaluations. This study commenced during the spring of 1974 and culminated during the 1976-77 school year. Each of the more than thirty teacher education programs (American Studies, Arts, ..., Elementary Education..., Speech Pathology) at BGSU constructed teacher competency statements. From these statements, the Office of Educational Research and Services devised more than thirty questionnaires to gain feedback from 1968-74 teaching graduates as to the graduate's need for, use of, and level of proficiency in various competencies. The questionnaire also attempted to determine where the graduates gained most of their proficiency within the various skill areas.

Each graduate's principal also received an appraisal instrument. This study is discussed in Section IV.

A second survey of the on-the-job effectiveness of graduates and the graduates' appraisals of BGSU's teacher education group requirements in liberal arts, majors/minors and professional courses and experience. This study will be conducted during the 1977-78 year for graduates from 1972 through 1976. The instruments that will be used are revisions from the similar 1971-72 study. This 1977-78 project is discussed in Section V.

Section VI of this document briefly outlines attempts to obtain departmental, program, and area 'closures' from the results of the various evaluative follow-up studies.

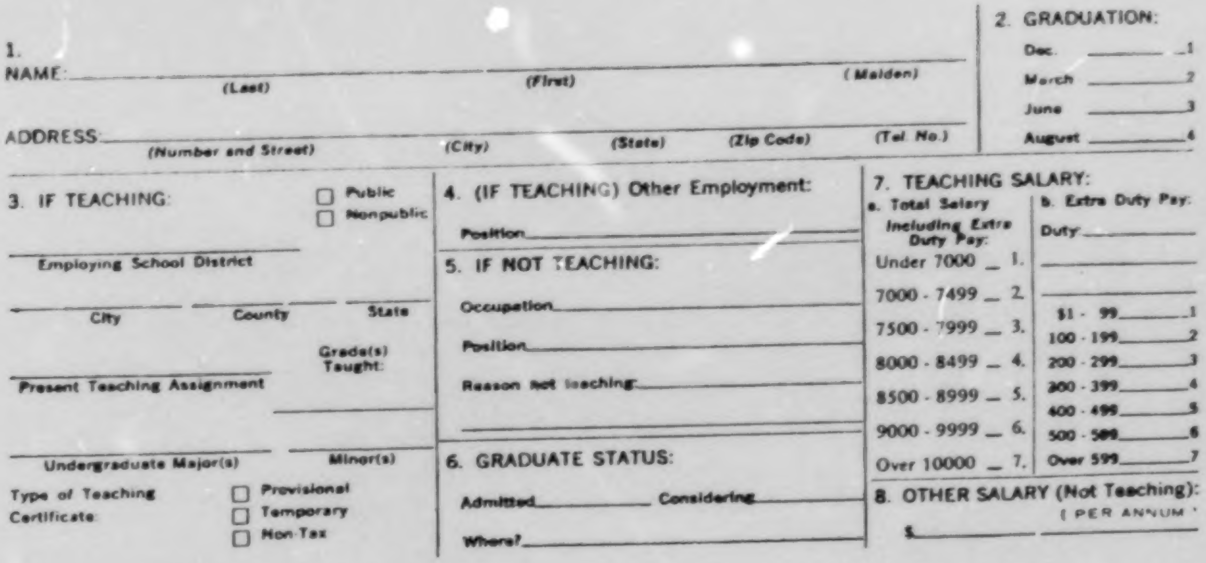
The appendices present the instruments and cover letters used in each of the four studies.

Section II

The Quarterly Follow-up of the College of Education Graduates

After the Registrar has verified the list of students who met the graduation requirements (approximately six weeks after each graduation ceremony), the computer center prepares four sets of gummed labels of the teacher education graduates' addresses.

The first set of labels is used in sending out the placement response card (see Figure 1) to all graduates. When a student returns his card, his address label is pulled off the second and third sets of labels. When the card returns start to diminish (usually in about two weeks), the second set of labels (now consisting only of names of those who did not respond) is used in sending out the first reminder. The same procedure is used in preparing the third set of labels, i.e., the names are pulled off the third set when the response cards from the first reminder are returned to the College of Education. In approximately two weeks, the third set of labels (now consisting of the names of those who did not respond to the original request nor to the first reminder) is used in mailing the second reminder. The fourth set of labels is saved for possible future use. Copies of the three cover letters are presented in Appendix A.



1.
NAME: ____ (Last) ____ (First) ____ (Maiden)

ADDRESS: ____ (Number and Street) ____ (City) ____ (State) ____ (Zip Code) ____ (Tel. No.)

2. GRADUATION:
Dec. ____ 1
March ____ 2
June ____ 3
August ____ 4

3. IF TEACHING:
☐ Public
☐ Nonpublic
____ Employing School District
____ City ____ County ____ State
____ Present Teaching Assignment
Grade(s) Taught: ____
____ Undergraduate Major(s) ____ Minor(s)
Type of Teaching Certificate:
☐ Provisional
☐ Temporary
☐ Non-Tax

4. (IF TEACHING) Other Employment:
Position ____

5. IF NOT TEACHING:
Occupation ____
Position ____
Reason not teaching ____

6. GRADUATE STATUS:
Admitted ____ Considering ____
Where? ____

7. TEACHING SALARY:

a. Total Salary Including Extra Duty Pay:		b. Extra Duty Pay:	
		Duty ____	
Under 7000 _	1.		
7000 - 7499 _	2.		
7500 - 7999 _	3.	$1 - 99 ____	1
8000 - 8499 _	4.	100 - 199 ____	2
8500 - 8999 _	5.	200 - 299 ____	3
9000 - 9999 _	6.	300 - 399 ____	4
		400 - 499 ____	5
		500 - 599 ____	6
Over 10000 _	7.	Over 599 ____	7

8. OTHER SALARY (Not Teaching):
(PER ANNUM)
$ ____

Figure 1
Placement Response Card

A rather extensive key is used in coding the graduates' responses for computer analysis. A computer tape of the responses is started anew with each academic year, i.e., each December graduation. The responses for the succeeding three graduations (March, June, and August) are added to the tape at appropriate intervals.

The data on this education tape is then joined (usually in January, thirteen months after the first graduation ceremony) with the existing data on the SIS (Student Information System) Education File for the concerned academic year.

A specially prepared computer program, working with the data stored on the two tapes, performs an analysis of the data and prints summary tables of the results.

Descriptions of numerical tables which the computer program prints are:

1. Number of Graduates By Commencement Month
2. Percentage Results of Number of Returned Cards to Number of Graduates
3. Location of Respondents Teaching by State
4. Respondents Teaching in Ohio by County
5. Summary of Reasons for Not Teaching
6. Summary of Type of Certificate and Type of School
7. Top 20 Ohio School Districts Employing Respondents
8. Major Area of Respondents, Teaching and Not Teaching
9. Graduate School Status of Respondent
10. Salary of Respondents Teaching
11. Respondents Teaching and Performing Extra Duty
12. Occupations of Respondents Not Teaching
13. Preparation and Assignment by Major (Table correlating teacher's preparation area to teacher's placement areas).

In brief, there are two primary reasons for conducting the immediate follow-up of graduates:

1. To gather the necessary data to complete placement information forms for the State Department of Education and NEA.
2. To inform the various teacher program areas, departments, and Career and Placement Office as to the supply-demand characteristics for the various teaching majors.

An Optional Procedure

An institution may obtain placement data on its graduates teaching in the State of Ohio from the State Department of Education, Computer Services Division. There are nominal costs involved.

The institution should contact the Computer Services Division to ascertain the best approach for identifying its graduates on the State Department's annual SF-1 tape. An SF-1 tape is built each year from data furnished (approximately October 15) by each Ohio school principal. The principal must record the names, social security numbers, assignments, and so forth for all teachers in his school organization. This tape is usually operational by April of the same academic year.

The State Department of Education can furnish the name of the employing school district, teacher's position and assignments, enrollments in his or her classes, type of certificate held, latest degree earned, and total years of experience. By combining the two sets of records (the teacher education institution's and the State's), it would seem that a very useful placement profile could be made for those graduates teaching in the State of Ohio. It should be noted that the State Department of Education will present the information on paper printouts, computer tape, or both.

Section III

A General Survey (1971-72) of the "On-the-Job" Effectiveness of the Graduates and Their Appraisals of the Bowling Green State University Teacher Education Programs

The Instruments

A copy of the 1971-72 questionnaire sent to the graduates, a copy of the questionnaire sent to the graduates' principals, as well as copies of both cover letters are presented in Appendix B.

The teacher's questionnaire was constructed to gain information as to how the graduate felt about the various components of his or her preparation at Bowling Green State University. The principal's instrument attempted to obtain information regarding the performance of the teachers. Each question was, in general, keyed to a specific BGSU course, experience, or requirement.

The teacher's questionnaire was constructed in the following manner:

1. Ideas for questions and format were obtained from the results of a nationwide canvas of AACTE teacher education institutions during 1970-71. These schools were asked to send BGSU an example of the follow-up instruments they had used or were using and any other information they deemed important. Many institutions responded to this request. All these questionnaires helped as a guide in preparing one that was suited to BGSU's purposes.
2. A committee was formed to react to comments, questions, and statements prepared by Fred L. Pigge, Director of Educational Research and Services. It was decided that an attempt should

be made to gain feedback on each required major course or experience in the teacher education program. Specific questions were prepared to cover the required components: student teaching, methods courses, Foundations of Education (Educ. 408), Organization of Education (Educ. 409), Tests and Measurements (Educ. 402), and Educational Psychology (Educ. 302). At least four questions on the instrument pertained to each of these required components.

3. After the questions were prepared, those for a certain course or experience were sent to that area for approval or revision.
4. The end product of this type of input and additional questions prepared by Fred Pigge was a forty-five item questionnaire consisting of 126 variables (copy presented in Appendix B).

It should be noted that the first eighteen questions on both the teacher's and principal's questionnaires were similar in wording. However, the teachers' responses pertained to their professional and liberal arts preparation. The principals' responses pertained to the level of the teacher's performance.

Four questions (numbers 18-22) on the principal's questionnaire were not matchable to questions on the teacher's questionnaire.

The principal's questionnaire was developed in such a way that it would not take much longer than five to ten minutes to complete.

The Procedures

BGSU delivered a set of approximately 1400 computer cards to the Computer Services Division of the State Department of Education. Each card indicated the name and social security number of a teacher education graduate thought to be teaching in Ohio. The Computer Services Division, by keying on social security numbers and the principal's SF-1 data (see "Optional Procedure" in Section II of this report), provided the following information on 968 of the graduates:

1. Type of teaching certificate
2. Subjects or grade levels taught
3. Principal's name
4. School address
5. Two sets of gummed mailing labels for the teachers
6. Two sets of gummed mailing labels for the teachers' principals

A questionnaire was sent to each of the 968 teachers and 667 principals the latter part of April, 1972.[1] Reminders and additional forms were sent about May 15, 1972. By July 30, 1972, 556 pairs of responses had been received. In addition, approximately fifty principal reports were received with no matching teacher form and 132 teacher forms were received with no match from their principals.

Altogether, there were 556 pairs of responses out of a possible 968; a matched return of 57%. The unmatched principal returns (50) were discarded. The additional 132 teacher's responses were analyzed. In all, 688 (or 71%) of the teachers responded. Approximately 200 of these teachers had more than one year of teaching experience; the remainder were first-year teachers with a median of eight months of teaching experience.

During the summer and fall of 1972, these data were coded, computer cards punched, data analyzed, and a summary report typed, duplicated, and distributed to all teacher education areas and programs at Bowling Green State University.

---

[1] Some principals were supervising more than one BGSU graduate.

The teachers' responses (as well as the principals') to each item were separated by major and then pooled for a total summary. Frequencies and percents were the major statistical units reported.

Advice to possible replicators of these procedures : Do not send a principal's questionnaire to a principal without the teacher's consent. It is suggested that replicators send a copy of the principal's cover letter and questionnaire to the teacher, explain the need for this type of data, and ask the teacher to forward it to the principal along with signed permission for the principal to furnish the institution with the requested data. Thus, the principal cannot be accused of making a covert evaluation. (For an example of the implementation of this suggestion, see the principal's questionnaire presented in Appendix D.)

Section IV

A Study of Specific Product and Individual Program Evaluations

Introduction

This section presents information pertaining to a Bowling Green State University follow-up evaluative endeavor which started in February 1974 and continued into the 1976-77 academic year.

This 1974-76 study involved the preparation of thirty-one two-part questionnaires, which were mailed during the fall of 1975 to approximately 2,400 1968-74 graduates of the College of Education who were known to be teaching in Ohio as of October 15, 1974. In addition to the teacher questionnaires, a questionnaire was also developed and sent to principals of the 2,400 graduates. Each teacher's questionnaire was divided into two parts. Part A presented competency statements for required professional education courses and activities, such as Education 402 (Tests and Measurements), Education 408 (Foundations of American Education), Education 409 (Organization of the School in Relation to Society), Education 302 (Educational Psychology) and Student Teaching.

Part B presented competency statements related to the teacher's major area of preparation. Each questionnaire attempted to obtain data on the teacher's need for, use of, and proficiency in the listed competencies, and the locus where this proficiency was developed. The principal's questionnaire attempted to elicit information as to the teacher's need and proficiency regarding sixteen competencies.

A copy of each of the thirty-one teacher questionnaires (one Part A and thirty-one Part B questionnaires) and a copy of the principal's questionnaire are presented in Appendix C. Copies of the cover letters are also presented in Appendix C.

The Instruments

A separate Part B questionnaire was prepared for each of the following thirty-one teacher education majors at Bowling Green State University:

1) American Studies
2) Art Education
3) Biology
4) Business Education
5) Chemistry
6) Distributive Education
7) Earth Science
8) Elementary Education
9) English
10) Geography
11) German and Russian
12) Health Education
13) History
14) History and Political Science
15) Home Economics
16) Industrial Education
17) Library and Educational Media
18) Mathematics
19) Music
20) Physical Education HPE-Men
21) Physics
22) Political Science
23) Psychology
24) Romance Language
25) Science Education
26) Secondary School Physical Education - Women
27) Social Studies
28) Sociology
29) Special Education
30) Speech
31) Speech Pathology and Audiology

Thus, thirty-one two-part questionnaires were developed for the follow-up/evaluative endeavor. The first part (Part A) of each questionnaire attempted to elicit the teachers' need for, use of, and proficiency in twenty-six teacher education competencies. It also attempted to determine where the teachers developed their needed competencies.

The competency statements were constructed by education faculty who were teaching the several required education courses at Bowling Green State University. These five groups of faculty were teaching or directing the following courses or activities:

1. A course in Tests and Measurements
2. A course in Foundations of American Education

3. A course in Organization of the School in Relation to Society
4. A course in Educational Psychology
5. Student Teaching

Each of the five groups of faculty members was asked to construct more than five but fewer than eleven teaching competency statements based upon the aims and objectives of the courses or experiences they were teaching or directing. After revising and meshing, twenty-six statements were developed to form the first part of the instrument.

The second part of the instrument consisted of competency statements developed by faculty throughout the university who were engaged in teaching courses within the students' major area of specialization, i.e., involved for the most part in content preparation. For example, the biology professors most involved with teacher education were asked to develop between ten and twenty statements which described the content competencies those professors thought future biology teachers should possess. Like the education professors, the biology professors were asked to restrict their frame-of-reference to the required teacher-education courses and activities existing at that time. That is, they were not to describe "what should be offered or required" or curricular revisions not yet implemented.

With these procedures, thirty-one specialized sets of competency statements were produced, mainly by the faculty of the Arts and Sciences College at Bowling Green State University.

Each graduate of the College of Education who was selected for the follow-up was sent a two-part questionnaire. The first part consisted of the twenty-six professional education competency statements previously described. The second part was the set of content competency statements developed by the faculty within the student's major area of specialization.

The teacher was asked to respond to each competency statement (general education as well as content preparation) in four ways: need for the competency, use of the competency, proficiency in the competency area, and where the proficiency was developed. The response format for both parts of the questionnaire was as follows:

Part A

COMPETENCIES RELATED TO EDUCATION COURSES
(Education 302, 402, 408, 409, and Student Teaching)

```
          Need                 |  |              Proficiency
                               |  |
not applicable                 |  |               Extensive proficiency
| not needed                   |  |                 more than adequate |
| | little                     |  |             adequate proficiency | |
| | | moderate                 |  |            limited proficiency | | |
| | | | extensive              |  |               not proficient | | | |
| | | | |  USE DURING THE YEAR  |  |      WHERE DEVELOPED         | | | |
| | | | | 0-20%                |  |         independent study    | | | |
| | | | | | 21-40%             |  |              inservice |     | | | |
| | | | | | |   41-60%         |  |      work experience | |     | | | |
| | | | | | |   |   61-80%     |  |   developed at BGSU | | |     | | | |
| | | | | | |   |   |  81-100% |  |     not developed | | | |     | | | |
1 2 3 4 5 1 2   3   4   5      |  |                   1 2 3 4 5 1 2 3 4 5
                      ---------   ----------------
1 2 3 4 5 1 2   3   4   5  | 1. Ability to construct |  1 2 3 4 5 1 2 3 4 5
                           | behavioral/performance  |
                           | objectives in subject   |
                           | matter field.           |
```

In addition to the thirty-one sets of teacher questionnaires, a questionnaire was also developed and sent to the principals or supervisors of each of the graduates chosen for the follow-up. There were sixteen need-proficiency statements listed on this questionnaire. Eleven of the sixteen statements were very similar in wording to statements found on the professional section (Part A) of the teacher's questionnaire. The seventeenth and last statement on the principal's questionnaire was:

Considering total effectiveness in guiding pupil growth, I believe this teacher exhibits:

Proficiency

_____ 5. Extensive
_____ 4. Above Average
_____ 3. Average
_____ 2. Limited
_____ 1. Not Proficient

The response format for the first sixteen statements on the principal's questionnaire was:

The need for this competency in the teacher's position:	The teacher's proficiency in these competencies:
Not needed	Not proficient
Limited, but some need	Limited proficiency
Average need	Average or adequate proficiency
Above average need	Above average proficiency
Very extensive need	Extensive proficiency
1 2 3 4 5	5 4 3 2 1

Teacher's Name ____________________

Position ____________________

COMPETENCIES RELATED TO THE PRACTICE OF EDUCATION

The teacher:

1 2 3 4 5 1. Constructs behavioral performance objectives in subject matter field. 5 4 3 2 1

The exact wording of the remaining fifteen statements can be found in Appendix C.

The Sample

During the spring of 1975, Bowling Green State University sent approximately 6,000 computer cards to the Computer Services Division, Ohio State Department of Education. Each computer card included the name and social security number of one of BGSU's 1968-74 teacher education graduates. The Computer Services Division, by keying on social security numbers and using a computer tape on which all basic information on each Ohio teacher was listed, implied that approximately 2,400 were teaching in Ohio on October 15, 1974. The State Department furnished multiple sets of gummed address labels for the 2,400 teachers and their principals. These gummed labels were used during the fall of 1975 in mailing the evaluative follow-up questionnaire.

One thousand eight-hundred fifty-one usable returns were received from the principals or supervisors and 770 usable returns were received from teachers. It was estimated that approximately 10% of the teachers were not in the same positions in 1975-76 as they were in 1974-75. (Mailing labels used in 1975-76 were based on 1974-75 data.) Thus, the corrected sample size was approximately 2,150 making for an 86% return from the principals and a 36% return from the teachers.

The Findings

The teachers' and principals' responses were coded and then keypunched onto computer cards. A specially written computer program presented the findings (mainly frequencies and percents) by item and by major, and, for Part A, the pooling of all majors.

Five printouts of the findings for each of the thirty-one Part A and B programs were developed--four of these printouts were then sent to the specific area or department most concerned with the content preparation of those teachers. In addition, the responses to the Part A (professional) section were typed, duplicated, and distributed to all faculty involved in professional education within the College of Education.

Tables 1, 2, and 3, presented on the next six pages, are illustrative of the summary findings from the professional section (Part A) of the questionnaire.

Section VI of this document describes how the College of Education attempts to obtain closure from departments and areas regarding findings of the follow-up evaluative studies.

Advice to replicators of these procedures : Do not send a principal's questionnaire to a principal without the teacher's consent. It is suggested that replicators send a copy of the principal's cover letter and questionnaire to the teacher, explain the need for this type of data, and ask him to forward it to the principal along with signed permission for the principal to furnish the teacher education institution with the requested data. Thus, the principal cannot be accused of making a covert evaluation. (For an example of the implementation of this advice, please see materials in Appendix D.)

Table 1

Teachers' Self-Reported Need and Proficiency in 26 Compentency Areas

Competency Statement	Teachers' Median Ranks Pertaining to					
	Need for this Competency			Proficiency in applying skill		
	Mdn	R	σ_{mdn}	Mdn	R	σ_{mdn}
1. Ability to maintain order in a classroom and to assist students in the development of self-discipline.	4.84	1	.03	3.52	3	.06
2. Ability to motivate student achievement via modeling, reinforcement, provision of success experiences, and appeal to student interests.	4.75	2	.03	3.26	9	.04
3. Ability to apply appropriate evaluative techniques for the systematic evaluation of pupil progress.	4.61	3.5	.04	3.43	5	.04
4. Ability to individualize instruction to meet the varying needs of students, via techniques such as mastery learning, alternative assignments, individual contracting, and group work.	4.61	3.5	.04	3.13	12	.05
5. Ability to utilize audio-visual equipment and materials in teaching.	4.51	5	.04	3.64	1	.05
6. Ability to provide instruction leading to the different cognitive goals of acquisition, comprehension and application of knowledge.	4.45	6	.04	3.18	11	.04
7. Ability to encourage and facilitate the development of social skills and enhanced self concept.	4.37	7	.04	3.10	13	.05
8. Ability to prepare teacher-made tests.	4.30	8	.05	3.62	2	.05
9. Ability to utilize observational techniques effectively in classroom.	4.28	9	.04	3.28	8	.05
10. Ability to utilize an understanding of the formal chain of control, decision-making, communication and authority within each school unit and their effects upon the daily operation of the classroom.	4.22	10	.04	3.30	7	.05
11. Ability to interpret and report student performance on teacher-made tests.	4.10	11	.05	3.35	6	.05
12. Ability to understand the role of teacher organizations within the formal and informal competition for control of education and one's own personal role in joining or not joining such organizations.	4.08	12	.04	3.04	14	.05
13. Ability to continue the development and clarification of one's own philosophy of education	4.03	13	.04	3.21	10	.05
14. Ability to construct behavior/performance objectives in subject matter field.	3.99	14	.05	3.46	4	.05

Table 1
Teachers' Self-Reported Need and Proficiency in 26 Compentency Areas

Competency Statement	Teachers' Median Ranks Pertaining to Need for this Competency			Proficiency in applying skill		
	Mdn	R	σmdn	Mdn	R	σmdn
15. Ability to apply the major principles of school law to areas such as due process, contracts, certification, teacher liability and corporal punishment.	3.97	15	.05	2.66	20.5	.05
16. Ability to use value clarification techniques at any age level.	3.87	16	.05	2.80	16	.06
17. Ability to distinguish between bonafide educational innovation and temporary, fleeting fads.	3.82	17	.05	2.99	15	.05
18. Ability to utilize the sources of pressure for change in education; understand currently suggested innovations and perceive potential consequences of alternatives.	3.77	18	.05	2.72	18	.05
19. Ability to apply the basic principles of how schools are financed, sources of income and major areas of expenditure, and how these factors directly affect classroom operation.	3.65	19	.05	2.68	19	.05
20. Ability to understand the implications of the legal control of education by the state legislature, the state department of education and the state board of education.	3.64	20	.05	2.40	22	.05
21. Ability to understand the effects of federal legislation and programs in education through financial support and Supreme Court decisions.	3.52	21	.05	2.29	26	.05
22. Ability to utilize reading organization skills to divide a class into reading groups.	3.45	22	.08	2.36	24	.07
23. Ability to interpret and report student performance on standardized tests.	3.15	23	.06	2.78	17	.06
24. Ability to compare and contrast various philosophical viewpoints.	3.03	24	.05	2.66	20.5	.05
25. Knowledge of the interaction between the cultural matrices and educational systems.	3.02	25	.05	2.38	23	.05
26. Ability to choose from a broad knowledge of the history of education the ideas that have shaped our culture.	2.62	26	.05	2.32	25	.05

Spearman Rho between need and proficiency ranks = .826

Table 2

Teachers' Need Statements and Where the Teachers Developed Their Needed Proficiencies

Competency Statements	Teachers' Ranks of their need for this competency	Where the Teachers Developed Their Needed Proficiencies					
		Teacher Education Institution		Work Experience		Inservice	Not Developed Independent Study, or No Response
		Percent	Rank	Percent	Rank	Percent	Percent
1. Ability to maintain order in a classroom and to assist students in the development of self-discipline.	1	8	26	71	1	7	14
2. Ability to motivate student achievement via modeling, reinforcement, provision of success experiences, and appeal to student interests.	2	28	15	50	5	11	11
3. Ability to apply appropriate evaluative techniques for the systematic evaluation of pupil progress.	3.5	47	7	38	12.5	5	10
4. Ability to individualize instruction to meet the varying needs of students, via techniques such as mastery learning, alternative assignments, individual contracting, and group work.	3.5	21	19.5	47	7	11	21
5. Ability to utilize audio-visual equipment and materials in teaching.	5	42	8	38	12.5	6	14
6. Ability to provide instruction leading to the different cognitive goals of acquisition, comprehension and application of knowledge.	6	34	10	45	8.5	6	15
7. Ability to encourage and facilitate the development of social skills and enhanced self concept.	7	19	21.5	53	4	8	20
8. Ability to prepare teacher-made tests.	8	54	3.5	30	17	3	13
9. Ability to utilize observational techniques effectively in the classroom.	9	31	13.5	48	6	6	15
10. Ability to utilize an understanding of the formal chain of control, decision-making communication and authority within each school unit and their effects upon the daily operation of the classroom.	10	18	23.5	60	2	6	16

BEST COPY

Table 2 continued

Teachers' Need Statements and Where the Teachers Developed Their Needed Proficiencies

	Competency Statements	Teachers' Ranks of their need for this competency	Where the Teachers Developed Their Needed Proficiencies: Teacher Education Institution		Work Experience		Inservice	Not Developed Independent Study, or No Response
			Percent	Rank	Percent	Rank	Percent	Percent
11.	Ability to interpret and report student performance on teacher-made tests.	11	53	5	29	19	3	15
12.	Ability to understand the role of teacher organizations within the formal and informal competition for control of education and one's own personal role in joining or not joining such organizations.	12	18	23.5	56	3	6	20
13.	Ability to continue the development and clarification of one's own philosophy of education.	13	32	11.5	40	10.5	4	24
14.	Ability to construct behavior/performance objectives in subject matter field.	14	63	1	15	23	10	12
15.	Ability to apply the major principles of school law to areas such as due process, contracts, certification, teacher liability and corporal punishment.	15	32	11.5	36	14.5	7	25
16.	Ability to use value clarification techniques at any age level.	16	22	18	29	19	12	37
17.	Ability to distinguish between bonafide educational innovation and temporary, fleeting fads.	17	19	21.5	45	8.5	5	31
18.	Ability to utilize the sources of pressure for change in education, understand currently suggested innovations and perceive potential consequences of alternatives.	18	21	19.5	40	10.5	8	31
19.	Ability to apply the basic principles of how schools are financed, sources of income and major areas of expenditure, and how these factors directly affect classroom operation.	19	31	13.5	36	14.5	7	26
20.	Ability to understand the implications of the legal control of education by the state legislature, the state department of education and the state board of education.	20	25	17	34	16	5	36

Table 2 continued

Teachers' Need Statements and Where the Teachers Developed Their Needed Proficiencies

Competency Statements	Teachers' Ranks of their need for this competency	Where the Teachers Developed Their Needed Proficiencies					
		Teacher Education Institution		Work Experience		Inservice	Not Developed Independent Study, or No Response
		Percent	Rank	Percent	Rank	Percent	Percent
21. Ability to understand the effects of federal legislation and programs in education through financial support and Supreme Court decisions.	21	27	16	29	19	7	37
22. Ability to utilize reading organization skills to divide a class into reading groups.	22	17	25	24	21	5	54
23. Ability to interpret and report student performance on standardized tests.	23	55	2	14	24.5	4	27
24. Ability to compare and contrast various philosophical viewpoints.	24	52	6	14	24.5	2	32
25. Knowledge of the interaction between the cultural matrices and educational systems.	25	39	9	19	22	2	40
26. Ability to choose from a broad knowledge of the history of education the ideas that have shaped our culture.	26	54	3.5	4	26	1	41

---

a) Rank Order Correlation Between Ranks of the Needs and Ranks of Competencies Developed at the Teacher Education Institution = -.196.

b) Rank Order Correlation Between Ranks of the Needs and Ranks of Competencies Developed Through Work Experience = +.744.

Table 3
Principals' Ranking of 16 Teacher Need and Proficiency Statements

Need/Proficiency Statement	Median and Rank Given by the Principals					
	Teachers' Need			Teachers' Proficiency		
	Mdn	R	σ_{mdn}	Mdn	R	σ_{mdn}
The teacher:						
1. Demonstrates a positive attitude toward students and teaching.	4.43	1	.04	4.18	1	.03
2. Maintains control of classroom activities.	4.26	2	.04	4.00	2	.03
3. Individualizes instruction to meet the varying needs of students.	4.13	3	.04	3.77	5	.03
4. Assists students in the development of self-discipline.	4.10	4	.04	3.75	6.5	.03
5. Motivates student achievement via modeling, reinforcement, provision of success experiences and appeal to student interests.	3.98	5	.04	3.73	9	.03
6. Provides instruction leading to the different cognitive goals of acquisition, comprehension, and application of knowledge.	3.88	6	.04	3.73	9	.02
7. Initiates, innovates, and welcomes suggestions for improving instruction.	3.83	7	.04	3.86	4	.03
8. Communicates effectively with colleagues, principal, and other administrators.	3.81	8	.04	3.88	3	.03
9. Participates actively in developing improved educational programs and procedures.	3.79	9	.04	3.73	9	.03
10. Applies appropriate evaluative techniques for the systematic evaluation of pupil progress.	3.77	10	.04	3.68	11.5	.03
11. Encourages and facilitates the development of the students' social skills and enhanced self-concept.	3.69	11	.04	3.60	13	.03
12. Utilizes audio-visual aids and materials in teaching.	3.55	12	.04	3.75	6.5	.03
13. Works effectively with educational specialists in behalf of individual students.	3.53	13	.04	3.68	11.5	.03
14. Constructs behavioral performance objectives in subject matter field.	3.45	14	.04	3.35	16	.03
15. Continues to develop, clarify, and exemplify his/her own philosophy of education.	3.42	15	.03	3.49	14	.03
16. Applies the major principles of school law to areas such as due process, certification, teacher liability, and corporal punishment.	3.04	16	.04	3.42	15	.03

Spearman Rho Between Need and Proficiency Ranks = .832

Section V

A Second General Survey (1977-78) of the "On-the-Job" Effectiveness of the Graduates and Their Appraisals of the Bowling Green State University Teacher Education Programs

Procedures and Sample

The survey currently being conducted (1977-78 academic year) is essentially a replication with instrument revisions and updating of the 1971-72 study (see Section III and Appendix B).

Computer cards with names and social security numbers of the teacher education graduates for the 1972-73 through the 1975-76 school years were sent to the Computer Services Division of the State Department of Education in June 1977. The Computer Services Division, by keying on social security number and utilizing the October 15, 1976, data furnished by each Ohio school principal, provided multiple sets of address labels for each graduate who was teaching in Ohio as of October 15, 1976. Thus, the sample for this follow-up evaluative endeavor will be a group of teachers (and their principals) with varying years of teaching experience. If the instruments are mailed in November, 1977, approximately one-fourth of the teacher respondents will have 1-1/2 years of experience, one-fourth will have 2-1/4 years, another one-fourth 3-1/4 years, and one-fourth, 4-1/4 years.

The Instruments

Instruments (one for the teacher and one for the principal) and cover letters are presented in Appendix D. Both instruments consist of items used to some extent in one or more of the past studies.

As with the 1971-72 teacher's questionnaire (see Section III and Appendix B), the present questionnaire (see Appendix D) was constructed to gain information as to how graduates evaluate the various components of their professional and liberal arts preparation at BGSU. Section A of the instrument presents several of the competencies listed on Part A of the 1974 questionnaire (see Appendix C) and asks the teachers to denote need and proficiency ratings. It also presents space and format for the teachers to denote where they gained most of their proficiency within each competency area.

The principal's instrument (see Appendix D) was constructed to gain inferences regarding the teachers' total effectiveness in guiding pupil growth and the principals' ratings of teachers' need and proficiency for most of the competencies listed in Section A of the teachers' instrument.

Special notice should be given to the manner in which the principal will receive the questionnaire for this 1977-78 study. The teachers will receive a copy of the principal's questionnaire, will have a chance to read it, and, if the teacher has no objections, will give it to the principal. The teacher will authorize the principal to complete the form by signing the permission form at the top of the principal's questionnaire.

Proposed Analysis and Reporting

Frequency and percentage analyses will be conducted of responses to each item by years of teaching experience, by major area of preparation, and the total (regardless of major or experience).

Summary tables presenting these findings will be typed, duplicated and distributed to all faculty involved with teacher education.

Section VI of this document presents a brief summary of the closure process for all follow-up evaluative endeavors.

Section VI

Closure--The Role of the Education Program Council in the Teacher Education Product Follow-Up and Program/Product Evaluations

The Program Council of the College of Education is composed of representatives from all program areas within the College. Each representative is elected by the various program faculties. In addition to faculty on the Council, one graduate and one undergraduate student serve with full voting privileges.

There are twelve listed functions of this Council, with Function 10 being:

10. To ensure that existing programs are updated and otherwise revised in congruence with program evaluative data.

Each department or teacher education area is provided a summary of the findings from each of the follow-up evaluations. Departmental or area responses to the Program Council take the following form:

1. Verification that at least one meeting of the program area faculty was spent in consideration of the results of these analyses.
2. A written summary of the strong (if any) and the weak (if any) aspects of the program as evidenced by study and further analysis of the results and written comments.
3. A written statement from the program area specifying actions and a timeline of such actions for addressing noted deficiencies.

APPENDIX A

Bowling Green State University

College of Education
Office of Research and Services
Suite 455 Education Building
Bowling Green, Ohio 43403
(419) 372-0151
Ext. 274

To: December, 1975 Graduates
College of Education

Dear Teacher Graduate:

The Office of the Dean receives many requests for information about our teacher graduates. In addition, we need information to assist us in our efforts to meet the rapidly changing professional needs of our undergraduates and employing school districts.

In December, 1975, there were approximately 174 teacher education graduates. As one of these graduates, please take a few moments to complete and mail the enclosed card. No postage is needed.

Even if you are not teaching now, please provide the information requested. Your present employment is important to us and to others requesting information about our graduates.

Your response is sincerely appreciated. Please complete and mail the enclosed card today. Thank you.

Sincerely yours,

Fred L. Pigge, Director
Educational Research and Services

FLP/lh

Enclosure

On the return card under the column "present teaching assignment", please indicate the area or subject in which you are teaching such as HPE, business education, biology, etc. If you are teaching elementary education, then write elementary education and indicate the level or grade you are teaching such as grade 1, 2, or 3, etc. Also, please indicate your undergraduate major and minor.

Bowling Green State University

College of Education
Office of Research and Services
Suite 455 Education Building
Bowling Green, Ohio 43403
(419) 372-0151
Ext. 274

To: December, 1975 Graduates
College of Education

Dear Teacher Graduate:

Perhaps you have been very busy or our first request for information did not reach you.

Since your reply is extremely important if we are to obtain an accurate picture of our graduates, we are enclosing a new card already stamped and addressed for your convenience.

Please take a few minutes now to fill in the information and drop the card in a mailbox. We are aiming for a 100% return and need your help.

Best wishes for the future.

Sincerely yours,

Fred L. Pigge, Director
Educational Research and Services

FLP/lh

Enclosure

We have heard from 50% of the December graduates.
Please. . .

Bowling Green State University

College of Education
Office of Research and Services
Suite 455 Education Building
Bowling Green, Ohio 43403
(419) 372-0151
Ext. 274

WANTED

"Lost" December Graduates

of the College of Education

"Teaching or Not Teaching"

Dear December, 1975 Graduate:

Please, this makes the third time that we have humbly and respectfully requested your assistance. What are we doing wrong?

More specifically, you have not responded to our first and second requests for information relative to whether you are or are not teaching. Your reply is very important if we are to obtain an accurate estimate of the ever-changing job placement situation.

If you are teaching, we need to know where and what. Also, if you are not teaching, we need to know if it is of your own choosing or because of no available position.

This information will help us plan for the future. Please take the three minutes now to fill in the information and drop the card in a mailbox. Thank you.

Sincerely yours,

Fred L. Pigge, Director
Educational Research and Services

FLP/lh

Enclosure

APPENDIX B

Bowling Green State University

College of Education
Office of Research and Services
Suite 455 Education Building
Bowling Green, Ohio 43403
(419) 372-0151
Ext. 274

April 26, 1972

TO: Recent Graduates
B.G.S.U. College of Education

Dear Teacher Graduate:

We are constantly asking ourselves, "How well have we prepared our graduates for teaching?" "Just how good are some of the required courses?" Etc. Would you help us arrive at an answer to this question? I realize the questionnaire is rather long, but a shorter one could well have proven to be a waste of efforts.

Please take a few minutes to give us your honest reaction to the questions posed on the accompanying questionnaire. This questionnaire is being sent to all the recent graduates who are teaching in the State of Ohio. After analyzing the responses and summarizing the comments, we will be in a better position than at the present time to make plans for improving our teacher education programs.

Please do not be alarmed because we are asking for your name and social security number. If events go as planned, we will attempt to locate you during your third year of teaching and have you respond to the adequacy of your college preparation at that time. It is for this reason that we are asking for your name and social security number. Please be assured that personal responses to this questionnaire will be held in confidence.

Needless to say, we do appreciate your cooperation in completing this questionnaire. You are assisting us in improving the quality of our teacher education programs.

Please return the completed questionnaire in the enclosed pre-addressed, postage-paid envelope.

With kindest regards and grateful appreciation,

Fred L. Pigge, Director
Educational Research & Services

FLP:ckm
Enclosure

Please see note at bottom of letter to principals.

Fred Pigge, 3/26/76

A GENERAL APPRAISAL OF MY PREPARATION AS A TEACHER AT BOWLING GREEN STATE UNIVERSITY

Name ______________________________ Social Security Number ____________________

Undergraduate Major(s) ______________________________ Minor ____________________

Was Assigned to Do Student Teaching At ______________________________ School

This School Is Located In or Near ______________________________ (Town or City)

Grades or Subjects Taught During Student Teaching ______________________________

Grades or Subjects Taught This Year ______________________________

Employing School District ______________________________ Teaching at ____________________ (Bldg.)

This Is A: City District ________ Exempted Village ________ County ________

DIRECTIONS:

Please attempt to rate the adequacy of the preparation you received at Bowling Green State University for each of the following statements. Please make your rating in view of your success or problems encountered during this first year of teaching. Check only one rating for each statement.

The number scale correlates with verbal descriptions as follows:

5 -- Very Adequate
4 -- Somewhat Above Adequate
3 -- Adequate
2 -- Somewhat Below Adequate
1 -- Very Inadequate

	High				Low	
	5	4	3	2	1	
1. Adequacy of your preparation for developing lesson plans.	☐	☐	☐	☐	☐	(35)
2. Adequacy of your preparation to organize and develop teaching units.	☐	☐	☐	☐	☐	(36)
3. Adequacy of your preparation for developing and maintaining pupil interest in your class activities.	☐	☐	☐	☐	☐	(37)
4. Adequacy of your preparation for utilizing audio-visual aids and materials in your teaching.	☐	☐	☐	☐	☐	(38)
5. Adequacy of your college preparation in developing your understanding about the pupils you teach.	☐	☐	☐	☐	☐	(39)
6. Adequacy of your understanding of the psychology of learning and its application to teaching.	☐	☐	☐	☐	☐	(40)
7. Adequacy in your preparation to understand and deal with specific behavior problems in your classroom.	☐	☐	☐	☐	☐	(41)
8. Adequacy of your preparation to maintain desirable control of your class(es) in general.	☐	☐	☐	☐	☐	(42)
9. Adequacy of your preparation in the development of your ability to approach complex problems in a systematic fashion.	☐	☐	☐	☐	☐	(43)
10. Adequacy of your preparation for constructing teacher-made tests.	☐	☐	☐	☐	☐	(44)
11. Adequacy of your preparation for evaluating pupil progress.	☐	☐	☐	☐	☐	(45)
12. Adequacy of your preparation for reporting pupil progress.	☐	☐	☐	☐	☐	(46)
13. Adequacy of your preparation to interpret data on pupil cumulative records.	☐	☐	☐	☐	☐	(47)
14. Adequacy of your understanding and utilization of standardized tests.	☐	☐	☐	☐	☐	(48)
15. Adequacy of your understanding of the administrative organization procedures for your school building and system.	☐	☐	☐	☐	☐	(49)
16. Adequacy of your advance understanding relative to relationships with your teaching colleagues.	☐	☐	☐	☐	☐	(50)

	High				Low	
	5	4	3	2	1	
17. Adequacy of the course content in the field or major for which you were prepared to teach.	☐	☐	☐	☐	☐	(51)
18. Adequacy in your preparation to handle the "non-teaching" responsibilities assigned to you this year.	☐	☐	☐	☐	☐	(52)
19. Adequacy of your preparation in terms of your having the specific abilities and prerequisites requested by employing school districts.	☐	☐	☐	☐	☐	(53)
20. Adequacy of the general preparation obtained from your student teaching experience.	☐	☐	☐	☐	☐	(54)
21. Adequacy of the length of time spent in the student teaching assignment.	☐	☐	☐	☐	☐	(55)
22. Adequacy of the criticism and evaluation given to you during your student teaching by the supervising teacher.	☐	☐	☐	☐	☐	(56)
23. Adequacy of the criticism and evaluation given to you during student teaching by the campus supervisor.	☐	☐	☐	☐	☐	(57)
24. Adequacy of the student teaching seminars in furthering your professional understandings.	☐	☐	☐	☐	☐	(58)
25. Adequacy of your preparation in understanding the factors that determine your own teaching personality and motivation.	☐	☐	☐	☐	☐	(59)
26. Adequacy of your understanding of the various philosophies of education.	☐	☐	☐	☐	☐	(60)
27. Adequacy of your background to evaluate current controversial issues of education.	☐	☐	☐	☐	☐	(61)
28. Adequacy of your college preparation in guiding you to establish your own philosophy of education, operationally as well as non-operationally.	☐	☐	☐	☐	☐	(62)
29. Adequacy of your understanding of the school and its relation to the State and Federal Government.	☐	☐	☐	☐	☐	(63)
30. Adequacy of your understanding of professional ethics.	☐	☐	☐	☐	☐	(64)
31. Adequacy of your knowledge relative to teacher employment procedures, benefits, and privileges.	☐	☐	☐	☐	☐	(65)
32. Adequacy of your understanding of the relationship of the school and the community.	☐	☐	☐	☐	☐	(66)
33. Adequacy of your understanding as to the nature of your role as a teacher in relation to your supervisor(s) and administrator(s).	☐	☐	☐	☐	☐	(67)
34. Adequacy in your preparation to direct co-curricular activities assigned to you this year.	☐	☐	☐	☐	☐	(68)

35. As you look back at your four-year college program, how do you feel about the following aspects in respect to their contributions to your preparation for teaching?

Directions: Please check one response for each item.

A. General Education (Group Requirements e.g. I, II, III, IV)

1. The general education program (69)
_____ (1) provided for acquisition of a breadth of knowledge needed by "educated" people
_____ (2) was somewhat valuable
_____ (3) was generally a waste of time

2. The general education program: (70)
_____ (1) provided a good background for teachers
_____ (2) was somewhat significant for prospective teachers
_____ (3) was generally of little significance for prospective teachers

3. In completing the group requirements for your undergraduate program, how much opportunity did you have to select courses which were suited to your own needs and interests?

	4 Very Much	3 Some	2 Little	1 None	
Group I -- Composition, Literature, Speech	☐	☐	☐	☐	(71)
Group II -- Science and Math	☐	☐	☐	☐	(72)
Group III -- Social Science	☐	☐	☐	☐	(73)
Group IV -- Fine and Applied Arts	☐	☐	☐	☐	(74)

4. To what extent were your needs and interests considered in the teaching of the courses you completed for your group requirements?

	4 Very Much	3 Some	2 Little	1 None	
Group I -- Composition, Literature, Speech	☐	☐	☐	☐	(75)
Group II -- Science and Math	☐	☐	☐	☐	(76)
Group III -- Social Science	☐	☐	☐	☐	(77)
Group IV -- Fine and Applied Arts	☐	☐	☐	☐	(78)

5. To what extent do these courses emphasize generalization rather than academic specialization?

	4 Very Much	3 Some	2 Little	1 None	
Group I -- Composition, Literature, Speech	☐	☐	☐	☐	(79)
Group II -- Science and Math	☐	☐	☐	☐	(80)
Group III -- Social Science	☐	☐	☐	☐	(21)
Group IV -- Fine and Applied Arts	☐	☐	☐	☐	(22)

B. Major Field or Teaching Area

1. The number of credits or courses required for my major was: (23)
_____ (1) too large or too many
_____ (2) too small or too few
_____ (3) about right

2. The content of my major was: (24)
_____ (1) well adapted to the needs of teachers
_____ (2) only moderately relevant to the needs of teachers
_____ (3) largely irrelevant to the needs of teachers

3. The content of my major was: (25)
_____ (1) too broad and general for the needs of teachers
_____ (2) too narrow and specialized for the needs of teachers
_____ (3) well balanced to provide both breadth and depth

4. Courses in my major were taught in a way that: (26)
_____ (1) related the content to the needs of teachers in most instances
_____ (2) related the content to the needs of teachers in some instances
_____ (3) had no observable relationship to the needs of teachers

C. Minor Field or Concentration Area (if any)

1. The number of credits or courses required for my minor or concentration area was: (27)
_____ (1) too large or too many
_____ (2) too small or too few
_____ (3) about right

2. The content of my minor or concentration area was: (28)
_____ (1) well adapted to the needs of teachers
_____ (2) only moderately relevant to the needs of teachers
_____ (3) largely irrelevant to the needs of teachers

BEST COPY

3. The content of my minor or concentration area was: (29)
_____ (1) too broad and general for the needs of teachers
_____ (2) too narrow and specialized for the needs of teachers
_____ (3) well balanced to provide both breadth and depth

4. Courses in my minor or concentration area were taught in a way that: (30)
_____ (1) related the content to the needs of teachers in most instances
_____ (2) related the content to the needs of teachers in some instances
_____ (3) had no observable relationship to the needs of teachers

D. The Professional Component (Education Courses, Methods, Student Teaching, Special Laboratory and Clinical Projects)

1. The number of credits or courses required in the professional component of the program was: (31)
_____ (1) too large or too many
_____ (2) too small or too few
_____ (3) about right

2. The content and experiences making up the professional component: (32)
_____ (1) were generally well suited to preparation of a teacher
_____ (2) were somewhat suited to preparation of a teacher
_____ (3) made little real contribution to preparation of a teacher

	5 Highly Positive	4 Positive	3 Average or So-So	2 Negative	1 Highly Negative	
1. Educational Psychology (Educ. 302)	☐	☐	☐	☐	☐	(33)
2. Methods Course (or methods sequence if elem. major	☐	☐	☐	☐	☐	(34)
3. Tests and Measurements (Educ. 402)	☐	☐	☐	☐	☐	(35)
4. Philosophy of Education (Educ. 408)	☐	☐	☐	☐	☐	(36)
5. American School System (Educ. 409)	☐	☐	☐	☐	☐	(37)
6. Student Teaching	☐	☐	☐	☐	☐	(38)

LABORATORY OR CLINICAL EXPERIENCES

36. Please check the special project(s), if any, with which you were involved:

None _____; Interaction _____; Methods Experience _____; Help-A-Child _____ (39)

37. How do you feel about each of the special projects you checked above in respect to your preparation for teaching?

	5 Highly Positive	4 Positive	3 Average or So-So	2 Negative	1 Highly Negative	
1. Interaction	☐	☐	☐	☐	☐	(40)
2. Methods Experience	☐	☐	☐	☐	☐	(41)
3. Help-A-Child	☐	☐	☐	☐	☐	(42)

38. How do you feel about the adequacy of University supervision provided you during your laboratory or clinical experiences (Student Teaching, Methods, Interaction, etc.)?

A. Student Teaching (43)
_____ (1) I was extremely satisfied
_____ (2) The supervisor was helpful but not readily available to me at times
_____ (3) I hardly received any supervision at all

B. Methods Experience (44)
_____ (1) I was extremely satisfied
_____ (2) The supervisor(s) were helpful but not readily available to me at times
_____ (3) I hardly received any supervision at all

C. Interaction: (45)
_____ (1) I was extremely satisfied
_____ (2) The supervisor(s) were helpful but not readily available to me at times
_____ (3) I hardly received any supervision at all

D. Help-A-Child: (46)
_____ (1) I was extremely satisfied
_____ (2) The supervisor(s) were helpful but not readily available to me at times
_____ (3) I hardly received any supervision at all

E. The preceding four questions dealt with university supervisors. In this regard, how do you feel about the adequacy of the supervision given you by the classroom teacher during:

	3 Extremely Satisfactory	2 Satisfactory	1 Unsatisfactory	
1. Student Teaching	☐	☐	☐	(47)
2. Methods Experience	☐	☐	☐	(48)
3. Interaction	☐	☐	☐	(49)

ADVISING

39. How do you feel about the quality of academic advising services that were available to you throughout your four years at the University? (50)

_____ (1) I was extremely satisfied
_____ (2) I seldom had need for advice or counseling
_____ (3) I found it difficult to get advice and counseling when I needed it
_____ (4) My advisor was hardly ever available to me

FACILITIES

40. How do you feel regarding:

	3 Extremely Satisfactory	2 Satisfactory	1 Unsatisfactory	
A. The accessibility of library and media resources at BGSU?	☐	☐	☐	(51)
B. The adequacy of materials and instructional media at BGSU?	☐	☐	☐	(52)

41. This question is for Elementary and Special Education Majors only:

How do you feel about each of these courses in respect to its contribution to your preparation for teaching? (Please check (✓) your response)

	Response					
Course	5 Highly Positive	4 Positive	3 Average or So-So	2 Negative	1 Highly Negative	
1. Art 343 (Arts & Crafts)						(53)
2. Industrial Educ. 316 Technology & Elem. Ed.						(54)
3. Educ. 351, Soc. Stud. in Elementary School						(55)
4. Education 352, Math in Elementary School						(56)
5. Educ. 353, Science in Elementary School						(57)
6. Educ. 356, Language Arts in Reading in Elem. School						(58)
7. English 342, Children's Literature						(59)
8. Math 241, Elem. Math						(60)
9. Math 242, Elem. Math						(61)
10. Music 351, 352, and 353						(62)
11. Music 354						(63)
12. H.P.E. 342, Physical Educ. in Elem. School						(64)
13. Art 101						(65)

Course	Response					
	5 Highly Positive	4 Positive	3 Average or So-So	2 Negative	1 Highly Negative	
14. English & Speech Requirements						
a. English 112						(66)
b. Elective in English Literature						(67)
c. Speech 102						(68)
d. Speech 423						(69)
15. Science Requirements						
a. Biology 102 or 101						(70)
b. Physical Science						(71)
16. Social Studies Requirements						
a. Geography 121 or 122						(72)
b. History 151, 152, and 153						(73)
c. History 205 & 206						(74)
d. Electives in Social Studies (9 hrs.)						(75)

42. This question is to be answered only by non-elementary and special education majors:

How do you feel about each of the following group requirements in respect to its contribution to your preparation for teaching? (Please check (✓) your response.)

Requirement	Response					
	5 Highly Positive	4 Positive	3 Average or So-So	2 Negative	1 Highly Negative	
Group I -- Composition, Literature, & Speech						
a. English 112						(76)
b. English Literature						(77)
c. Speech 102						(78)
d. Electives in this area						(79)
Group II -- Science & Math						
a. Biological Sciences						(80)
b. Physical Sciences						(21)
c. Mathematics						(22)
d. Computer Science						(23)

Requirement	Response 5 Highly Positive	4 Positive	3 Average or So-So	2 Negative	1 Highly Negative	
e. Geography 125, 127, & 213						(24)
Group III -- Social Science						
a. Economics						(25)
b. Geography						(26)
c. History						(27)
d. Political Science						(28)
e. Psychology						(29)
f. Sociology						(30)
Group IV -- Fine Arts						
a. Art						(31)
b. Business Educ.						(32)
c. Crafts						(33)
d. Foreign Language						(34)
e. Music						(35)
f. Philosophy						(36)
g. Others						(37)

43. Please list specific suggestions for curriculum improvement in your major area of preparation that you think would be beneficial to pre-service teachers.

44. Please list specific suggestions for curriculum improvement in your minor area of preparation that you think would be beneficial to pre-service teachers.

45. Please list any other aspect of your teacher education preparation, positive or negative, not covered heretofore. (If you desire to emphasize some of your previous responses, please do so in this space.)

Bowling Green State University

College of Education
Office of Research and Services
Suite 455 Education Building
Bowling Green, Ohio 43403
(419) 372-0151
Ext. 274

April 26, 1972

TO: Principals of Recent
B.G.S.U. Graduates

Dear Principal:

We are constantly asking ourselves, "How well have we prepared our graduates for teaching?" We need your help in arriving at an answer to this question.

According to records in the State of Ohio, Department of Education, (Miss, Mrs., Mr.) ______________________________, a graduate of B.G.S.U., is teaching under your supervision.

We are very much concerned about how well our graduates are guiding pupil growth. It is for this reason that we are respectfully asking you to take a few minutes to give us your honest reaction to questions posed on the accompanying questionnaire. All of these questions pertain to the teacher's effectiveness in the school situation. (If perhaps a supervisor or a department head is in a better position to respond, please forward the questionnaire to that person.) This questionnaire is being sent to principals of all our recent graduates who are teaching in the State of Ohio. After analyzing the responses and summarizing the comments, we will be in a better position than at the present time to make plans for improving our teacher education programs.

Please be assured that personal responses to this questionnaire will be held in confidence.

Needless to say, we do appreciate your cooperation in completing this questionnaire. You are assisting us in improving the quality of our teacher education programs.

Please return the completed questionnaire in the enclosed pre-addressed, postage-paid envelope.

With kindest regards,

Fred L. Pigge, Director
Educational Research & Services

FLP:ckm
Enclosure

Note to readers: My advice in 1976 is for you to send this letter as well as the principal's questionnaire to the teacher. Ask her, if she is willing, to forward it to her principal for completion. Thus, there is no covert evaluation of a teacher.

F.L.P., 3/26/76

A CHECKLIST CONCERNING TEACHING EFFECTIVENESS OF FORMER BOWLING GREEN STATE UNIVERSITY STUDENTS

Principal or Supervisor's Name ______________________ Principal ☐ Supervisor ☐

School System ______________________ City ______________

Teacher's Name ______________________

His Grade Level or Subjects ______________________ School ______________

Please check the numeral which best describes this teacher for each of the following traits. The comparison (base) group should be all of the first-year teachers with whom you have been acquainted.

5 -- Checking a "5" indicates that the first-year teacher ranks at or near the top of the comparison group for this trait. (Very adequate -- top 15%)

4 -- A "4" indicates that this teacher ranks somewhat above most of the first-year teachers but not in the top 15% for this trait.

3 -- A "3" indicates average when this teacher is compared to all first-year teachers for a particular trait. (Adequate)

2 -- A "2" indicates that the teacher ranks somewhat below average when compared to all first-year teachers.

1 -- A "1" indicates that the teacher ranks at or near the bottom of the comparison group for the particular trait. (Inadequate -- bottom 15%)

	High 5	4	3	2	Low 1
1. Adequacy of the teacher's performance in developing lesson plans.	☐	☐	☐	☐	☐
2. Adequacy of the teacher's performance in organizing and developing teaching units.	☐	☐	☐	☐	☐
3. Adequacy of the teacher's performance in developing and maintaining pupil interest in class activities.	☐	☐	☐	☐	☐
4. Adequacy of the teacher's performance in utilizing audio-visual aids and materials	☐	☐	☐	☐	☐
5. Adequacy of the teacher's knowledge and understanding of the pupils -- e.g. does she understand what makes them "tick"? Does she relate to them? Good rapport?	☐	☐	☐	☐	☐
6. Adequacy of the teacher's knowledge of the psychology of learning and its application to teaching.	☐	☐	☐	☐	☐
7. Adequacy of the teacher's performance in understanding and dealing with specific behavior problems.	☐	☐	☐	☐	☐
8. Adequacy of the teacher's performance in maintaining desirable control of her class(es) in general.	☐	☐	☐	☐	☐
9. Adequacy of the teacher's performance in approaching complex problems in a systematic fashion.	☐	☐	☐	☐	☐
10. Adequacy of the teacher's performance in constructing teacher-made tests.	☐	☐	☐	☐	☐
11. Adequacy of the teacher's performance in evaluating pupil progress.	☐	☐	☐	☐	☐
12. Adequacy of the teacher's performance in reporting pupil progress.	☐	☐	☐	☐	☐
13. Adequacy of the teacher's performance in interpreting data on pupil cumulative records.	☐	☐	☐	☐	☐
14. Adequacy of the teacher's performance in understanding and utilizing standardized tests.	☐	☐	☐	☐	☐

	High 5	4	3	2	Low 1
15. Adequacy of the teacher's performance of her role in the administrative organization and procedures for your school building and system.	☐	☐	☐	☐	☐
16. Adequacy of the teacher's performance relative to relationship with her teaching colleagues.	☐	☐	☐	☐	☐
17. Adequacy of the teacher's knowledge of the course content in the field for which she was prepared to teach.	☐	☐	☐	☐	☐
18. Adequacy of the teacher's performance in handling the "non-teaching" responsibilities assigned to her this year.	☐	☐	☐	☐	☐
19. Adequacy of the teacher's use of good judgment and tact.	☐	☐	☐	☐	☐
20. Adequacy of the teacher's relationships with parents.	☐	☐	☐	☐	☐
21. Adequacy of the teacher's response to supervision and suggestions.	☐	☐	☐	☐	☐
22. Considering total effectiveness in guiding pupil growth, I believe this teacher is	☐	☐	☐	☐	☐

Special Comments:

(For example, visible strengths and/or weaknesses of teacher education preparation at B.G.S.U.)

APPENDIX C

Bowling Green State University

College of Education
Office of Research and Services
Suite 455 Education Building
Bowling Green, Ohio 43403
(419) 372-0151
Ext. 274

October 6, 1975

TO: Teacher Education Graduate
College of Education
Bowling Green State University

Dear Graduate:

We at BGSU are constantly asking ourselves, "How well have we prepared our graduates for teaching? Are we emphasizing needed competencies? Do teachers use the knowledges and skills we attempt to emphasize? Etc." Would you help us arrive at answers to these questions? I realize the questionnaire is rather long but a shorter one could well have proven to be a waste of efforts.

A few words about the procedures of the present follow-up are probably in order:

1. Part A of the questionnaire covers the competencies related to the education courses and experiences at BGSU, e.g. Education 402, (Tests and Measurements), 408 (Philosophy of Education), 409 (American Public Education), 302 (Educational Psychology), student teaching, etc. All possible respondents will receive Part A. These statements were constructed by education faculty.
2. Part B of the questionnaire covers competencies of the various specialized majors, such as English, mathematics, elementary education, etc. Twenty-five different Part B questionnaires were constructed by faculty in the various specialized areas, e.g. Dept. of History, Dept. of Romance Language, Dept. of Mathematics, Chemistry, etc.

Thus an elementary education graduate and a math graduate will receive questionnaires with the same Part A but different Part B's.

3. A listing of all our teacher education graduates from 1968 to 1974 was sent to the Ohio State Department of Education. By keying on social security numbers and the principals' fall reports, the State Department produced sets of gummed mailing labels. One of these labels was used in mailing this questionnaire.

I assure you that personal responses to this questionnaire will be held in confidence. All the responses will be tabulated and distributed to the various program areas. Please give us this feedback so that we might better know how to prepare future teachers.

Please return the completed questionnaire within 10 days of receipt in the enclosed pre-addressed, postage paid envelope. With appreciation, I am

Sincerely yours,

Fred L. Pigge, Director
Research and Services

Enclosure

Please see note at bottom of principal's letter.
Fred Pigge, 3/26/76

A PROGRAM AREA APPRAISAL OF MY PREPARATION AS A TEACHER AT BOWLING GREEN STATE UNIVERSITY

Name ______________________ Social Security Number ____________

Undergraduate Major(s) ______________________

Undergraduate Minor(s) ______________________

When did you receive the B.S. degree? ______ Year

Grades and/or Subjects taught during student teaching at BGSU ______________________

How many years have you taught? (count the present year) ______ Year(s)

Grades and/or Subjects you are teaching this (present) year ______________________

Employing School District ______________________

Building ______________________

Address ______________________

City ______________________

This is a: City District ___ Exempted Village District ___
County (local) District ___

If a present or past graduate student, what is the status of your program?

	Yes	No	Where	Major
Working on Masters	___	___	________	________
Masters Degree Received	___	___	________	________
Work Beyond Masters	___	___	________	________

DIRECTIONS FOR COMPLETING THE QUESTIONNAIRE

For each of the listed Competencies, please indicate your opinions in the following four areas by circling the appropriate number. Please use your best judgment in arriving at your decision of which number to mark.

Need - Please indicate your opinion as to the necessity of the competency being included in your teacher education curriculum at BGSU.

Use - Please indicate the extent to which you use the competency in your present position during the year.

Developed - Please indicate the manner in which each competency was developed.

Proficiency - If the competency was developed at BGSU, please indicate your degree of proficiency.

Return questionnaire to: Office of Educational Research and Services, College of Education, BGSU, Bowling Green, Ohio 43403

NEED
not applicable
not needed
little
moderate
extensive

USE DURING THE YEAR
0-20%
21-40%
41-60%
61-80%
81-100%

PART A

COMPETENCIES RELATED TO EDUCATION COURSES

(Educ. 302, 402, 408, 409, and Student Teaching)

PROFICIENCY
extensive proficiency
more than adequate
adequate proficiency
limited proficiency
not proficient

WHERE DEVELOPED
independent study
in-service
work experience
developed at BGSU
not developed

NEED	USE DURING THE YEAR		WHERE DEVELOPED	PROFICIENCY
1 2 3 4 5	1 2 3 4 5		1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	1. Ability to provide instruction leading to the different cognitive goals of acquisition, comprehension and application of knowledge.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	2. Ability to individualize instruction to meet the varying needs of students, via techniques such as mastery learning, alternative assignments, individual contracting, and group work.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	3. Ability to maintain order in a classroom and to assist students in the development of self-discipline.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	4. Ability to motivate student achievement via modeling, reinforcement, provision of success experiences, and appeal to student interests.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	5. Ability to encourage and facilitate the development of social skills and enhance self concept.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	6. Ability to construct behavioral/performance objectives in subject matter field.	1 2 3 4 5	1 2 3 4 5

NEED
not applicable
not needed
little
moderate
extensive
1 2 3 4 5

USE DURING THE YEAR
0-20%
21-40%
41-60%
61-80%
81-100%
1 2 3 4 5

PART A

COMPETENCIES RELATED TO EDUCATION COURSES (CONT'D)

PROFICIENCY
extensive proficiency
more than adequate
adequate proficiency
limited proficiency
not proficient
1 2 3 4 5

WHERE DEVELOPED
independent study
in-service
work experience
developed at BGSU
not developed
1 2 3 4 5

NEED	USE DURING THE YEAR		WHERE DEVELOPED	PROFICIENCY
1 2 3 4 5	1 2 3 4 5	7. Ability to apply appropriate evaluative techniques for the systematic evaluation of pupil progress.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	8. Ability to prepare teacher-made tests.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	9. Ability to utilize observational techniques effectively in the classroom.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	10. Ability to interpret and report student performance on teacher-made tests.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	11. Ability to interpret and report student performance on standardized tests.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	12. Ability to choose from a broad knowledge of the history of education the ideas that have shaped our culture.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	13. Knowledge of the interaction between the cultural matrices and educational systems.	1 2 3 4 5	1 2 3 4 5

PART A

COMPETENCIES RELATED TO EDUCATION COURSES (CONT'D)

NEED
not applicable
not needed
little
moderate
extensive
1 2 3 4 5

USE DURING THE YEAR
0-20%
21-40%
41-60%
61-80%
81-100%
1 2 3 4 5

PROFICIENCY
extensive proficiency
more than adequate
adequate proficiency
limited proficiency
not proficient
1 2 3 4 5

WHERE DEVELOPED
independent study
in-service
work experience
developed at BGSU
not developed
1 2 3 4 5

NEED	USE DURING THE YEAR			WHERE DEVELOPED	PROFICIENCY
1 2 3 4 5	1 2 3 4 5	14.	Ability to compare and contrast various philosophical viewpoints.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	15.	Ability to continue the development and clarification of one's own philosophy of education.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	16.	Ability to distinguish between bonafide educational innovation and temporary, fleeting fads.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	17.	Ability to use value clarification techniques at any age level.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	18.	Ability to utilize an understanding of the formal chain of control, decision-making, communication and authority within each school unit and their effects upon the daily operation of the classroom.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	19.	Ability to apply the basic principles of how schools are financed, sources of income and major areas of expenditure, and how these factors directly affect classroom operation.	1 2 3 4 5	1 2 3 4 5

PART A

COMPETENCIES RELATED TO EDUCATION COURSES (CONT'D)

NEED
not applicable
not needed
little
moderate
extensive
1 2 3 4 5

USE DURING THE YEAR
0-20%
21-40%
41-60%
61-80%
81-100%
1 2 3 4 5

WHERE DEVELOPED
independent study
in-service
work experience
developed at BGSU
not developed
1 2 3 4 5

PROFICIENCY
extensive proficiency
more than adequate
adequate proficiency
limited proficiency
not proficient
1 2 3 4 5

NEED	USE DURING THE YEAR			WHERE DEVELOPED	PROFICIENCY
1 2 3 4 5	1 2 3 4 5	20.	Ability to apply the major principles of school law to areas such as due process, contracts, certification, teacher liability and corporal punishment.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	21.	Ability to understand the effects of federal legislation and programs in education through financial support and Supreme Court decisions.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	22.	Ability to utilize the sources of pressure for change in education; understand currently suggested innovations; and perceive potential consequences of alternatives.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	23.	Ability to understand the role of teacher organizations within the formal and informal competition for control of education and one's own personal role in joining or not joining such organizations.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	24.	Ability to understand the implications of the legal control of education by the state legislature, the state department of education and the state board of education.	1 2 3 4 5	1 2 3 4 5

PART A

COMPETENCIES RELATED TO
EDUCATION COURSES (CONT'D)

NEED
not applicable
not needed
little
moderate
extensive
1 2 3 4 5

USE DURING THE YEAR
0-20%
21-40%
41-60%
61-80%
81-100%
1 2 3 4 5

PROFICIENCY
extensive proficiency
more than adequate
adequate proficiency
limited proficiency
not proficient
1 2 3 4 5

WHERE DEVELOPED
independent study
in-service
work experience
developed at BGSU
not developed
1 2 3 4 5

NEED	USE DURING THE YEAR			WHERE DEVELOPED	PROFICIENCY
1 2 3 4 5	1 2 3 4 5	25.	Ability to utilize reading organization skills to divide a class into reading groups.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	26.	Ability to utilize audio-visual equipment and materials in teaching.	1 2 3 4 5	1 2 3 4 5

Please complete Part B which starts on page 6.

PART B

AMERICAN STUDIES MAJORS

COMPETENCIES RELATED TO TEACHING IN THIS FIELD

1. Do you believe the over-all requirements for an American Studies major are specific enough?

2. Would you be interested in post-graduate contact with American Studies faculty (in the form of visitations, follow-ups, workshops)?

3. Do your approach, your themes, your topics of emphasis, differ greatly from those under which you were trained?

PART B

AMERICAN STUDIES MAJORS
(CONT'D)

4. What was the degree to which your student teaching experience contributed to your overall professional growth and development?

High 5	4	3	2	Low 1
☐	☐	☐	☐	☐

5. What was the influence of the general preparation obtained from your student teaching experience upon your later performance as a teacher?

High and positive 5	4	3	2	Low and neutral 1
☐	☐	☐	☐	☐

6. Please list specific suggestions for curriculum improvement in your major area of preparation that you think would be beneficial to pre-service teachers.

PART B

AMERICAN STUDIES MAJORS
(CONT'D)

7. Please list any other aspect of your teacher education preparation, positive or negative, not covered heretofore. (If you desire to emphasize some of your previous responses, please do so in this space.)

NEED
not applicable
not needed
little
moderate
extensive

USE DURING THE YEAR
0-20%
21-40%
41-60%
61-80%
81-100%

PART B

AMERICAN STUDIES MAJORS
(CONT'D)

PROFICIENCY
extensive proficiency
more than adequate
adequate proficiency
limited proficiency
not proficient

WHERE DEVELOPED
independent study
in-service
work experience
developed at BGSU
not developed

Please Note: Please respond only to those statements related to your area of concentration.

1 2 3 4 5	1 2 3 4 5			1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	8.	Knowledge of different cultural interpretations and ability to build and use thematic approaches to American culture.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	9.	Knowledge of audio-visual, simulation game (and the like) methods of presentation.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	10.	Ability to utilize bibliographic and independent research techniques.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	11.	Knowledge of fundamental developments in United States intellectual and cultural history.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	12.	Knowledge of one or two specific areas of cultural history in some depth (for instance: modern U.S. to 1865).	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	13.	Knowledge of techniques and themes or topics for utilization in teaching survey courses as derived from college survey courses.	1 2 3 4 5	1 2 3 4 5

NEED
not applicable
not needed
little
moderate
extensive
1 2 3 4 5

USE DURING THE YEAR
0-20%
21-40%
41-60%
61-80%
81-100%
1 2 3 4 5

PART B

AMERICAN STUDIES MAJORS
(CONT'D)

PROFICIENCY
extensive proficiency
more than adequate
adequate proficiency
limited proficiency
not proficient
1 2 3 4 5

WHERE DEVELOPED
independent study
in-service
work experience
developed at BGSU
not developed
1 2 3 4 5

NEED	USE DURING THE YEAR			WHERE DEVELOPED	PROFICIENCY
1 2 3 4 5	1 2 3 4 5	14.	Knowledge of sufficient breadth of inter-disciplinary data to give direction to teaching various courses within the high school curriculum.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	15.	Knowledge of political, economical, cultural and intellectual factors at work in the development of American culture.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	16.	Ability to perceive interrelationships among literary, political, economic, social (etc.) factors in American culture.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	17.	Knowledge of popular journals necessary to facilitate communication with secondary students.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	18.	Ability to discuss current events in a meaningful way.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	19.	Ability to understand local government and politics.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	20.	Knowledge of the mass media for the use of the class.	1 2 3 4 5	1 2 3 4 5

PART B

AMERICAN STUDIES MAJORS (CONT'D)

NEED
1 not applicable
2 not needed
3 little
4 moderate
5 extensive

USE DURING THE YEAR
1 0-20%
2 21-40%
3 41-60%
4 61-80%
5 81-100%

PROFICIENCY
5 extensive proficiency
4 more than adequate
3 adequate proficiency
2 limited proficiency
1 not proficient

WHERE DEVELOPED
5 independent study
4 in-service
3 work experience
2 developed at BGSU
1 not developed

NEED	USE DURING THE YEAR			WHERE DEVELOPED	PROFICIENCY
1 2 3 4 5	1 2 3 4 5	21.	Knowledge of literary genres and competency in teaching poetry, fiction, and drama.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	22.	Ability to demonstrate competency in literary analysis and criticism.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	23.	Knowledge of the specific skills needed to read literature accurately.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	24.	Knowledge of the value of figurative language as a means of describing reality.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	25.	Ability to use techniques such as group dynamics and creative drama to facilitate language learning.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	26.	Ability to prepare unit and lesson plans that will incorporate various aspects of English.	1 2 3 4 5	1 2 3 4 5

PART B

ART EDUCATION MAJORS

COMPETENCIES RELATED TO TEACHING IN THIS FIELD

NEED
1 not applicable
2 not needed
3 little
4 moderate
5 extensive

USE DURING THE YEAR
1 0-20%
2 21-40%
3 41-60%
4 61-80%
5 81-100%

WHERE DEVELOPED
1 not developed
2 developed at BGSU
3 work experience
4 in-service
5 independent study

PROFICIENCY
1 not proficient
2 limited proficiency
3 adequate proficiency
4 more than adequate
5 extensive proficiency

NEED	USE DURING THE YEAR		WHERE DEVELOPED	PROFICIENCY
1 2 3 4 5	1 2 3 4 5	1. Ability to organize art equipment and materials so that they can be used effectively.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	2. Knowledge of the latest art forms, materials, books, periodicals and techniques and ability to use them in planning fresh approaches to art problem-solving situations.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	3. Ability to be creative in many media and a willingness to continually experiment toward competency in new media.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	4. Ability to practice as an artist in at least one art form or media, and a willingness to exhibit personal work.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	5. Ability to listen and communicate with young people in order to develop relevant objectives on an individual basis.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	6. Knowledge and understanding of art throughout the history of humanity.	1 2 3 4 5	1 2 3 4 5

PART B

ART EDUCATION MAJORS
(CONT'D)

NEED
not applicable
not needed
little
moderate
extensive
1 2 3 4 5

USE DURING THE YEAR
0-20%
21-40%
41-60%
61-80%
81-100%
1 2 3 4 5

PROFICIENCY
extensive proficiency
more than adequate
adequate proficiency
limited proficiency
not proficient
1 2 3 4 5

WHERE DEVELOPED
independent study
in-service
work experience
developed at BGSU
not developed
1 2 3 4 5

NEED	USE DURING THE YEAR			WHERE DEVELOPED	PROFICIENCY
1 2 3 4 5	1 2 3 4 5	7.	Knowledge that the artist-teacher is charged with the serious responsibility of the aesthetic well-being of students and the community in which they work.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	8.	Ability to be a sensitive, serious and aware person who has confidence to build these characteristics within their students.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	9.	Ability to develop the skills basic to the production of visual art and to build these skills into the art program or each art program.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	10.	Knowledge to be aware of the need for using appropriate materials with ideas upon which students learn and grow as they may or may not relate to other studies.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	11.	Ability to speak confidently from knowledge and maintain an enthusiastic and stimulating personality.	1 2 3 4 5	1 2 3 4 5

PART B

ART EDUCATION MAJORS
(CONT'D)

12. What was the degree to which your student teaching experiences contributed to your overall professional growth and development?

High 5	4	3	2	Low 1
☐	☐	☐	☐	☐

13. What was the influence of the general preparation obtained from your student teaching experience upon your later performance as a teacher?

High and positive 5	4	3	2	Low and neutral 1
☐	☐	☐	☐	☐

14. Please list specific suggestions for curriculum improvement in your major area of preparation that you think would be beneficial to pre-service teachers.

____

____

____

15. Please list any other aspect of your teacher education preparation, positive or negative, not covered heretofore. (If you desire to emphasize some of your previous responses, please do so in this space.)

____

____

____

NEED
not applicable
not needed
little
moderate
extensive

USE DURING THE YEAR
0-20%
21-40%
41-60%
61-80%
81-100%

PART B

BIOLOGY MAJORS

COMPETENCIES RELATED TO TEACHING IN THIS FIELD

PROFICIENCY
extensive proficiency
more than adequate
adequate proficiency
limited proficiency
not proficient

WHERE DEVELOPED
independent study
in-service
work experience
developed at BGSU
not developed

NEED	USE DURING THE YEAR	COMPETENCIES RELATED TO TEACHING IN THIS FIELD	WHERE DEVELOPED	PROFICIENCY
1 2 3 4 5	1 2 3 4 5	Ability to teach basic concepts of the following:	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	1. Cell structure and function.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	2. Physiology of organisms.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	3. Chemistry of life.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	4. Reproduction and development.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	5. Genetics.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	6. Ecology.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	7. Evolution.	1 2 3 4 5	1 2 3 4 5

NEED
not applicable
not needed
little
moderate
extensive
1 2 3 4 5

USE DURING THE YEAR
0-20%
21-40%
41-60%
61-80%
81-100%
1 2 3 4 5

PART B

BIOLOGY MAJORS
(CONT'D)

PROFICIENCY
extensive proficiency
more than adequate
adequate proficiency
limited proficiency
not proficient
1 2 3 4 5

WHERE DEVELOPED
independent study
in-service
work experience
developed at BGSU
not developed
1 2 3 4 5

Ability to teach the basic biology (characteristics, distribution, structure, function, etc.) of the following:

1 2 3 4 5	1 2 3 4 5	8. Animals.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	9. Plants.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	10. Microbes.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	11. Ability to identify common plants and animals.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	12. Ability to organize and conduct field trips.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	13. Ability to relate environmental problems to student experiences and identify possible solutions.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	14. Knowledge of skills suitable for developing and conducting meaningful classroom laboratories.	1 2 3 4 5	1 2 3 4 5

PART B

BIOLOGY MAJORS
(CONT'D)

NEED
not applicable
not needed
little
moderate
extensive
1 2 3 4 5

USE DURING THE YEAR
0-20%
21-40%
41-60%
61-80%
81-100%
1 2 3 4 5

WHERE DEVELOPED
independent study
in-service
work experience
developed at BGSU
not developed
1 2 3 4 5

PROFICIENCY
extensive proficiency
more than adequate
adequate proficiency
limited proficiency
not proficient
1 2 3 4 5

NEED	USE DURING THE YEAR			WHERE DEVELOPED	PROFICIENCY
1 2 3 4 5	1 2 3 4 5	15.	Knowledge of laboratory skills suitable for assisting and directing students in independent study.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	16.	Ability to use a simple statistical approach to the study of biology.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	17.	Ability to utilize basic library sources of biological information.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	18.	Ability to utilize non-library sources of information including former professors and other scientists.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	19.	Ability to locate sources for supply of biological materials, both commercial and natural.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	20.	Ability to relate advances in biology (biotechnology) to possible moral, social, or political consequences.	1 2 3 4 5	1 2 3 4 5

PART B

BIOLOGY MAJORS (CONT'D)

21. What was the degree to which your student teaching experiences contributed to your overall professional growth and development?

High				Low
5	4	3	2	1
☐	☐	☐	☐	☐

22. What was the influence of the general preparation obtained from your student teaching experience upon your later performance as a teacher?

High and positive				Low and neutral
5	4	3	2	1
☐	☐	☐	☐	☐

23. Please list specific suggestions for curriculum improvement in your major area of preparation that you think would be beneficial to pre-service teachers.

24. Please list any other aspect of your teacher education preparation, positive or negative, not covered heretofore. (If you desire to emphasize some of your previous responses, please do so in this space.)

PART B

BUSINESS EDUCATION MAJORS

COMPETENCIES RELATED TO TEACHING IN THIS FIELD

NEED
not applicable
not needed
little
moderate
extensive

USE DURING THE YEAR
0-20%
21-40%
41-60%
61-80%
81-100%

PROFICIENCY
extensive proficiency
more than adequate
adequate proficiency
limited proficiency
not proficient

WHERE DEVELOPED
independent study
in-service
work experience
developed at BGSU
not developed

NEED	USE DURING THE YEAR		COMPETENCIES RELATED TO TEACHING IN THIS FIELD	WHERE DEVELOPED	PROFICIENCY
1 2 3 4 5	1 2 3 4 5			1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	1.	Ability to relate course content to the student's everyday life in a meaningful and relevant manner.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	2.	Ability to correlate in-school activities and instruction with on-the-job requirements.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	3.	Ability to organize and supervise an effective business club program within the school.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	4.	Ability to understand the role of the office in today's business world.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	5.	Ability to recognize skills and needs of present-day office workers.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	6.	Ability to recognize the value of organized and controlled records in the efficient management of business.	1 2 3 4 5	1 2 3 4 5

NEED
not applicable
not needed
little
moderate
extensive

USE DURING THE YEAR
0-20%
21-40%
41-60%
61-80%
81-100%

PART B

BUSINESS EDUCATION MAJORS (CONT'D)

PROFICIENCY
extensive proficiency
more than adequate
adequate proficiency
limited proficiency
not proficient

WHERE DEVELOPED
independent study
in-service
work experience
developed at BGSU
not developed

NEED	USE DURING THE YEAR		WHERE DEVELOPED	PROFICIENCY
1 2 3 4 5	1 2 3 4 5		1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	7. Ability to achieve marketable levels of skills in shorthand.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	8. Ability to achieve marketable levels of skills in typewriting.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	9. Ability to achieve marketable levels of skills in office machines.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	10. Ability to set worthwhile goals in the various basic business subjects and to plan effectively for achieving the goals in the high school classes.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	11. Ability to evaluate fairly, objectively, and without prejudice in all areas of business education.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	12. Ability to radiate enthusiasm to students in business.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	13. Ability to write a program for use with the computer.	1 2 3 4 5	1 2 3 4 5

PART B

BUSINESS EDUCATION MAJORS (CONT'D)

NEED
1 not applicable
2 not needed
3 little
4 moderate
5 extensive

USE DURING THE YEAR
1 0-20%
2 21-40%
3 41-60%
4 61-80%
5 81-100%

WHERE DEVELOPED
1 not developed
2 developed at BGSU
3 work experience
4 in-service
5 independent study

PROFICIENCY
1 not proficient
2 limited proficiency
3 adequate proficiency
4 more than adequate
5 extensive proficiency

NEED	USE DURING THE YEAR			WHERE DEVELOPED	PROFICIENCY
1 2 3 4 5	1 2 3 4 5			1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	14.	Ability to operate and understand the keypunch machine.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	15.	Ability to write an analytical report.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	16.	Ability to use the chalkboard effectively when teaching all business subjects.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	17.	Ability to teach the WHY as well as the HOW in all business subjects.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	18.	Ability to collect primary and secondary information, use business references, and present summary of research in appropriate report form.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	19.	Ability to interpret and solve, using correct mathematical operations, business and consumer finance problems.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	20.	Ability to apply business mathematics concepts to consumer problems.	1 2 3 4 5	1 2 3 4 5

PART B

BUSINESS EDUCATION MAJORS
(CONT'D)

21. What was the degree to which your student teaching experiences contributed to your overall professional growth and development?

High 5	4	3	2	Low 1
☐	☐	☐	☐	☐

22. What was the influence of the general preparation obtained from your student teaching experience upon your later performance as a teacher?

High and positive 5	4	3	2	Low and neutral 1
☐	☐	☐	☐	☐

23. Please list specific suggestions for curriculum improvement in your major area of preparation that you think would be beneficial to pre-service teachers.

24. Please list any other aspect of your teacher education preparation, positive or negative, not covered heretofore. (If you desire to emphasize some of your previous responses, please do so in this space.)

BEST COPY

NEED
not applicable
not needed
little
moderate
extensive

USE DURING THE YEAR
0-20%
21-40%
41-60%
61-80%
81-100%

PART B

CHEMISTRY MAJORS

COMPETENCIES RELATED TO TEACHING IN THIS FIELD

PROFICIENCY
extensive proficiency
more than adequate
adequate proficiency
limited proficiency
not proficient

WHERE DEVELOPED
independent study
in-service
work experience
developed at BGSU
not developed

NEED	USE DURING THE YEAR			WHERE DEVELOPED	PROFICIENCY
1 2 3 4 5	1 2 3 4 5			1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	1.	Knowledge of atomic and molecular structure.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	2.	Knowledge of chemical bonding, elementary bond types and their significance.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	3.	Knowledge about the states of matter and their chemical significance.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	4.	Knowledge of the gas laws and their application.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	5.	Ability to teach stoichiometry and the significance and use of chemical formulas and equations.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	6.	Knowledge of reaction mechanisms, and the theories of how inorganic and organic reactions occur.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	7.	Ability to comprehend the interrelationship between atomic structure, chemical bonding, physical properties of compounds and periodicity.	1 2 3 4 5	1 2 3 4 5

NEED
not applicable
not needed
little
moderate
extensive

USE DURING THE YEAR
0-20%
21-40%
41-60%
61-80%
81-100%

PART B

CHEMISTRY MAJORS
(CONT'D)

PROFICIENCY
extensive proficiency
more than adequate
adequate proficiency
limited proficiency
not proficient

WHERE DEVELOPED
independent study
in-service
work experience
developed at BGSU
not developed

1 2 3 4 5	1 2 3 4 5		1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	8. Ability to comprehend the acid-base theory.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	9. Ability to determine to what extent oxidation reduction reactions occur using the Nernst equation.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	10. Ability to teach qualitative analysis.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	11. Knowledge of quantitative analysis, gravimetric and volumetric.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	12. Knowledge of inorganic and organic nomenclature.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	13. Knowledge of resonance theory, stereo-chemistry, isomerism and conformational analysis.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	14. Knowledge of safety and fundamental aspects of safe operations in the laboratory.	1 2 3 4 5	1 2 3 4 5

PART B

CHEMISTRY MAJORS
(CONT'D)

NEED
not applicable
not needed
little
moderate
extensive
1 2 3 4 5

USE DURING THE YEAR
0-20%
21-40%
41-60%
61-80%
81-100%
1 2 3 4 5

PROFICIENCY
extensive proficiency
more than adequate
adequate proficiency
limited proficiency
not proficient

WHERE DEVELOPED
independent study
in-service
work experience
developed at BGSU
not developed
1 2 3 4 5 1 2 3 4 5

NEED	USE DURING THE YEAR			WHERE DEVELOPED	PROFICIENCY
1 2 3 4 5	1 2 3 4 5	15.	Ability to utilize the scientific literature.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	16.	Ability to distinguish between experimental evidence and conceptual models.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	17.	Knowledge of elementary infra-red and ultraviolet spectrophotometry as well as nuclear magnetic resonance.	1 2 3 4 5	1 2 3 4 5

PART B

CHEMISTRY MAJORS
(CONT'D)

18. What was the degree to which your student teaching experiences contributed to your overall professional growth and development?

High 5	4	3	2	Low 1
☐	☐	☐	☐	☐

19. What was the influence of the general preparation obtained from your student teaching experience upon your later performance as a teacher?

High and positive 5	4	3	2	Low and neutral 1
☐	☐	☐	☐	☐

20. Please list specific suggestions for curriculum improvement in your major area of preparation that you think would be beneficial to pre-service teachers.

21. Please list any other aspect of your teacher education preparation, positiveor negative, not covered heretofore. (If you desire to emphasize some of your previous responses, please do so in this space.)

PART B

DISTRIBUTIVE EDUCATION MAJORS

COMPETENCIES RELATED TO TEACHING IN THIS FIELD

NEED
not applicable
not needed
little
moderate
extensive

USE DURING THE YEAR
0-20%
21-40%
41-60%
61-80%
81-100%

WHERE DEVELOPED
not developed
developed at BGSU
work experience
in-service
independent study

PROFICIENCY
not proficient
limited proficiency
adequate proficiency
more than adequate
extensive proficiency

NEED	USE DURING THE YEAR		WHERE DEVELOPED	PROFICIENCY
1 2 3 4 5	1 2 3 4 5		1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	1. Ability to organize and advise an effective vocational club program.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	2. Ability to work cooperatively with employers of students in a cooperative vocational program.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	3. Ability to correlate in-school activities and instruction with on-the-job requirements.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	4. Ability to work cooperatively with administration and guidance personnel in promoting the cooperative vocational program.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	5. Ability to work successfully in promoting the vocational program within the community.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	6. Ability to teach the technical knowledge in marketing and distribution.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	7. Ability to upgrade knowledge necessary to teach vocational marketing and distribution.	1 2 3 4 5	1 2 3 4 5

PART B

DISTRIBUTIVE EDUCATION MAJORS
(CONT'D)

NEED
not applicable
not needed
little
moderate
extensive

USE DURING THE YEAR
0-20%
21-40%
41-60%
61-80%
81-100%

PROFICIENCY
extensive proficiency
more than adequate
adequate proficiency
limited proficiency
not proficient

WHERE DEVELOPED
independent study
in-service
work experience
developed at BGSU
not developed

NEED	USE DURING THE YEAR			WHERE DEVELOPED	PROFICIENCY
1 2 3 4 5	1 2 3 4 5			1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	8.	Ability to work with adults in the promotion and teaching of adult education programs in marketing and distribution.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	9.	Ability to use community resources to advantage in connection with the cooperative vocational program.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	10.	Ability to generate enthusiasm for marketing and distribution as a means of earning a living.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	11.	Ability to work in professional vocational associations to promote vocational education.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	12.	Ability to be aware of the constant change in business which affects the teaching of vocational education.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	13.	Ability to apply practical occupational knowledge to the instruction of marketing and distribution.	1 2 3 4 5	1 2 3 4 5

PART B

DISTRIBUTIVE EDUCATION MAJORS
(CONT'D)

NEED
not applicable
not needed
little
moderate
extensive
1 2 3 4 5

USE DURING THE YEAR
0-20%
21-40%
41-60%
61-80%
81-100%
1 2 3 4 5

PROFICIENCY
WHERE DEVELOPED
not developed
developed at BGSU
work experience
in-service
independent study
1 2 3 4 5

not proficient
limited proficiency
adequate proficiency
more than adequate
extensive proficiency
1 2 3 4 5

NEED	USE DURING THE YEAR		WHERE DEVELOPED	PROFICIENCY
1 2 3 4 5	1 2 3 4 5	14. Ability to relate coordinator's own occupational experience to the teaching of marketing and distribution.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	15. Ability to evaluate student progress on-the-job in vocational programs.	1 2 3 4 5	1 2 3 4 5

PART B

DISTRIBUTIVE EDUCATION MAJORS
(CONT'D)

16. What was the degree to which your student teaching experiences contributed to your overall professional growth and development?

High 5	4	3	2	Low 1
☐	☐	☐	☐	☐

17. What was the influence of the general preparation obtained from your student teaching experience upon your later performance as a teacher?

High and positive 5	4	3	2	Low and neutral 1
☐	☐	☐	☐	☐

18. Please list specific suggestions for curriculum improvement in your major area of preparation that you think would be beneficial to pre-service teachers.

____

____

____

19. Please list any other aspect of your teacher education preparation, positive or negative, not covered heretofore. (If you desire to emphasize some of your previous responses, please do so in this space.)

____

____

____

NEED
not applicable
not needed
little
moderate
extensive

USE DURING THE YEAR
0-20%
21-40%
41-60%
61-80%
81-100%

PART B

EARTH SCIENCE MAJORS

COMPETENCIES RELATED TO TEACHING IN THIS FIELD

PROFICIENCY
extensive proficiency
more than adequate
adequate proficiency
limited proficiency
not proficient

WHERE DEVELOPED
independent study
in-service
work experience
developed at BGSU
not developed

NEED	USE DURING THE YEAR			WHERE DEVELOPED	PROFICIENCY
1 2 3 4 5	1 2 3 4 5			1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	1.	Ability to identify and classify earth materials.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	2.	Ability to explain the processes involved in the origin and modification of earth materials.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	3.	Ability to identify landscape features and to explain the agents and processes which form them.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	4.	Ability to identify geologic structures resulting from deformation of earth materials.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	5.	Ability to explain the mechanism and distribution of earthquakes and information they provide about the interior of the earth.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	6.	Knowledge of the major landscape features and geologic structures throughout the United States.	1 2 3 4 5	1 2 3 4 5

PART B

EARTH SCIENCE MAJORS
(CONT'D)

NEED
not applicable
not needed
little
moderate
extensive

USE DURING THE YEAR
0-20%
21-40%
41-60%
61-80%
81-100%

PROFICIENCY
extensive proficiency
more than adequate
adequate proficiency
limited proficiency
not proficient

WHERE DEVELOPED
independent study
in-service
work experience
developed at BGSU
not developed

NEED	USE DURING THE YEAR		WHERE DEVELOPED	PROFICIENCY
1 2 3 4 5	1 2 3 4 5		1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	7. Ability to explain geologic time and trace the physical history of the earth.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	8. Ability to identify major groups of fossil organisms and trace the evolution of life on the earth.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	9. Ability to explain the major features of the ocean basins and the composition and circulation of the oceans.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	10. Ability ot explain current theories of the origin and evolution of mountains, continents and ocean basins.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	11. Ability ot identify major weather patterns and to explain the atmospheric processes responsible for them.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	12. Ability to explain how man can concerve natural resources, avoid geological hazards, and preserve the geological environment.	1 2 3 4 5	1 2 3 4 5

PART B

EARTH SCIENCE MAJORS
(CONT'D)

NEED
not applicable
not needed
little
moderate
extensive

USE DURING THE YEAR
0-20%
21-40%
41-60%
61-80%
81-100%

PROFICIENCY
extensive proficiency
more than adequate
adequate proficiency
limited proficiency
not proficient

WHERE DEVELOPED
independent study
in-service
work experience
developed at BGSU
not developed

NEED	USE DURING THE YEAR		WHERE DEVELOPED	PROFICIENCY
1 2 3 4 5	1 2 3 4 5		1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	13. Ability to identify objects in the night sky and know the effect of those objects in relations to time and direction.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	14. Knowledge of the Earth's place in the solar system and similarities between planets.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	15. Knowledge of the Sun's importance to life on Earth and its evolution.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	16. Knowledge of cosmology and the overall view of the universe as now known.	1 2 3 4 5	1 2 3 4 5

PART B

EARTH SCIENCE MAJORS
(CONT'D)

17. What was the degree to which your student teaching experiences contributed to your overall professional growth and development?

High				Low
5	4	3	2	1
☐	☐	☐	☐	☐

18. What was the influence of the general preparation obtained from your student teaching experience upon your later performance as a teacher?

High and positive				Low and neutral
5	4	3	2	1
☐	☐	☐	☐	☐

19. Please list specific suggestions for curriculum improvement in your major area of preparation that you think would be beneficial to pre-service teachers.

20. Please list any other aspect of your teacher education preparation, positive or negative, not covered heretofore. (If you desire to emphasize some of your previous responses, please do so in this space.)

NEED
not applicable
not needed
little
moderate
extensive
1 2 3 4 5

USE DURING THE YEAR
0-20%
21-40%
41-60%
61-80%
81-100%
1 2 3 4 5

PART B

ELEMENTARY EDUCATION MAJORS

COMPETENCIES RELATED TO TEACHING IN THIS FIELD

PROFICIENCY
extensive proficiency
more than adequate
adequate proficiency
limited proficiency
not proficient

WHERE DEVELOPED
independent study
in-service
work experience
developed at BGSU
not developed
1 2 3 4 5   1 2 3 4 5

1 2 3 4 5	1 2 3 4 5	1. Ability to exhibit a sense of humor in day to day procedures to help in creating a relaxed classroom atmosphere.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	2. Ability to build into each lesson relevant application of the material presented.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	3. Ability to perform at all times in a manner that is a credit to the teaching profession.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	4. Ability to apply the principles of learning and child growth and development in the classroom.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	5. Ability to use various methods of instruction in the classroom, such as problem solving, questioning, individual and small group activity.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	6. Ability to provide a variety of materials and activities to meet the needs and interests of all children in the classroom.	1 2 3 4 5	1 2 3 4 5

PART B

ELEMENTARY EDUCATION MAJORS
(CONT'D)

NEED
not applicable
not needed
little
moderate
extensive
1 2 3 4 5

USE DURING THE YEAR
0-20%
21-40%
41-60%
61-80%
81-100%
1 2 3 4 5

WHERE DEVELOPED
not developed
developed at BGSU
work experience
in-service
independent study
1 2 3 4 5

PROFICIENCY
not proficient
limited proficiency
adequate proficiency
more than adequate
extensive proficiency
1 2 3 4 5

NEED	USE DURING THE YEAR		WHERE DEVELOPED	PROFICIENCY
1 2 3 4 5	1 2 3 4 5	7. Ability to help children become aware of the relationship of learning in the classroom to the realities of life.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	8. Ability to help children develop basic skills at a proficiency of performance which will enable them to function in keeping with their ability within the framework of society.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	9. Ability to integrate areas of instruction so that learning becomes a total process rather than fragmentary experiences.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	10. Ability to organize the classroom into a learning environment which encourages active pupil participation.	1 2 3 4 5	1 2 3 4 5
		Ability to guide children in using facts and hypotheses to develop concepts and generalizations in the following areas:	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	11. Science	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	12. Social Studies		

PART B

ELEMENTARY EDUCATION MAJORS
(CONT'D)

NEED
not applicable
not needed
little
moderate
extensive

USE DURING THE YEAR
0-20%
21-40%
41-60%
61-80%
81-100%

PROFICIENCY
extensive proficiency
more than adequate
adequate proficiency
limited proficiency
not proficient

WHERE DEVELOPED
independent study
in-service
work experience
developed at BGSU
not developed

NEED	USE DURING THE YEAR			WHERE DEVELOPED	PROFICIENCY
1 2 3 4 5	1 2 3 4 5			1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	13.	Mathematics	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	14.	Ability to make assignments which are challenging, relevant, and appropriate to the topics, problems and/or skill areas which are being studied.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	15.	Ability to realize that the acquiring and application of knowledge is a continuous process and to pass this understanding on to the children in the class.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	16.	Ability to effectively teach reading.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	17.	Ability to effectively teach other facets of language arts.	1 2 3 4 5	1 2 3 4 5

PART B

ELEMENTARY EDUCATION MAJORS
(CONT'D)

18. What was the degree to which your student teaching experiences contributed to your overall professional growth and development?

High 5	4	3	2	Low 1
☐	☐	☐	☐	☐

19. What was the influence of the general preparation obtained from your student teaching experience upon your later performance as a teacher?

High and positive 5	4	3	2	Low and neutral 1
☐	☐	☐	☐	☐

20. Please list specific suggestions for curriculum improvement in your major area of preparation that you think would be beneficial to pre-service teachers.

21. Please list any other aspect of your teacher education preparation, positive or negative, not covered heretofore. (If you desire to emphasize some of your previous responses, please do so in this space.)

PART B

ENGLISH MAJORS

COMPETENCIES RELATED TO TEACHING IN THIS FIELD

NEED not applicable not needed little moderate extensive 1 2 3 4 5	USE DURING THE YEAR 0-20% 21-40% 41-60% 61-80% 81-100% 1 2 3 4 5		WHERE DEVELOPED not developed developed at BGSU work experience in-service independent study 1 2 3 4 5	PROFICIENCY not proficient limited proficiency adequate proficiency more than adequate extensive proficiency 1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	1. Ability to demonstrate knowledge of both English and American literature in the classroom.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	2. Knowledge of literary genres and competency in teaching poetry, fiction and drama.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	3. Ability to demonstrate competency in literary analysis and criticism.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	4. Knowledge of the specific skills needed to read literature accurately.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	5. Ability to stimulate a positive response to literature and language.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	6. Knowledge of the structure of the English language including recent linguistic theories, dialects, semantics, and lexicology.	1 2 3 4 5	1 2 3 4 5

NEED
not applicable
not needed
little
moderate
extensive

USE DURING THE YEAR
0-20%
21-40%
41-60%
61-80%
81-100%

PART B

ENGLISH MAJORS
(CONT'D)

PROFICIENCY
extensive proficiency
more than adequate
adequate proficiency
limited proficiency
not proficient

WHERE DEVELOPED
independent study
in-service
work experience
developed at BGSU
not developed

NEED	USE DURING THE YEAR		WHERE DEVELOPED	PROFICIENCY
1 2 3 4 5	1 2 3 4 5		1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	7. Knowledge of the value of figurative language as a means of describing reality.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	8. Ability to respond honestly to the writing of professionals and of one's peers.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	9. Ability to evaluate student compositions.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	10. Ability to write creative prose including description, narration, and exposition.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	11. Ability to use techniques such as dynamics and creative drama to facilitate language learning.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	12. Ability to prepare unit and lesson plans that will incorporate various aspects of English.	1 2 3 4 5	1 2 3 4 5

PART B

ENGLISH MAJORS
(CONT'D)

13. What was the degree to which your student teaching experiences contributed to your overall professional growth and development?

High				Low
5	4	3	2	1
☐	☐	☐	☐	☐

14. What was the influence of the general preparation obtained from your student teaching experience upon your later performance as a teacher?

High and positive				Low and neutral
5	4	3	2	1
☐	☐	☐	☐	☐

15. Please list specific suggestions for curriculum improvement in your major area of preparation that you think would be beneficial to pre-service teachers.

____

____

____

16. Please list any other aspect of your teacher education preparation, positive or negative, not covered heretofore. (If you desire to emphasize some of your previous responses, please do so in this space.)

____

____

____

PART B

GEOGRAPHY MAJORS

COMPETENCIES RELATED TO TEACHING IN THIS FIELD

NEED
1 not applicable
2 not needed
3 little
4 moderate
5 extensive

USE DURING THE YEAR
1 0-20%
2 21-40%
3 41-60%
4 61-80%
5 81-100%

WHERE DEVELOPED
1 not developed
2 developed at BGSU
3 work experience
4 in-service
5 independent study

PROFICIENCY
1 not proficient
2 limited proficiency
3 adequate proficiency
4 more than adequate
5 extensive proficiency

NEED	USE DURING THE YEAR		COMPETENCIES RELATED TO TEACHING IN THIS FIELD	WHERE DEVELOPED	PROFICIENCY
1 2 3 4 5	1 2 3 4 5			1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	1.	Knowledge of land relationships, cultural geography, and the concept of past and present man.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	2.	Ability to analyze and present basic concepts of weather and climate.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	3.	Ability to analyze and present basic concepts of landforms - distribution and evolution development.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	4.	Ability to analyze and present basic characteristics and distribution of soils and plants.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	5.	Knowledge of the regional distribution, size, and composition of population groups and the dynamic components of demographic change.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	6.	Knowledge of the spatial implications of location, size, area, shape, and situation.	1 2 3 4 5	1 2 3 4 5

PART B

GEOGRAPHY MAJORS
(CONT'D)

NEED
1. not applicable
2. not needed
3. little
4. moderate
5. extensive

USE DURING THE YEAR
1. 0-20%
2. 21-40%
3. 41-60%
4. 61-80%
5. 81-100%

WHERE DEVELOPED
1. not developed
2. developed at BGSU
3. work experience
4. in-service
5. independent study

PROFICIENCY
1. not proficient
2. limited proficiency
3. adequate proficiency
4. more than adequate
5. extensive proficiency

NEED	USE DURING THE YEAR			WHERE DEVELOPED	PROFICIENCY
1 2 3 4 5	1 2 3 4 5	7.	Knowledge of conservation and management of natural resources.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	8.	Knowledge of the concept of regional development in the context of social, economic, political, and bio-physical resources.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	9.	Ability to use and understand aerial photography in interpreting the natural and cultural landscape.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	10.	Ability to use and understand cartographic techniques.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	11.	Ability to use and understand the techniques of quantitative geography.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	12.	Ability to apply the geographic discipline in the analysis of local, regional, national, and international problems.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	13.	Ability to understand anduse the association of phenomena that gives geographic character to areas studied.	1 2 3 4 5	1 2 3 4 5

PART B

GEOGRAPHY MAJORS
(CONT'D)

NEED
not applicable
not needed
little
moderate
extensive

USE DURING THE YEAR
0-20%
21-40%
41-60%
61-80%
81-100%

PROFICIENCY
extensive proficiency
more than adequate
adequate proficiency
limited proficiency
not proficient

WHERE DEVELOPED
independent study
in-service
work experience
developed at BGSU
not developed

NEED	USE DURING THE YEAR		WHERE DEVELOPED	PROFICIENCY
1 2 3 4 5	1 2 3 4 5		1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	14. Ability to provide students with the skills to analyze problems with an inter-disciplinary perspective integrating the social, biological and physical sciences.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	15. Knowledge of the spatial distribution and interaction of economic activities.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	16. Knowledge of urban-rural land use and planning.	1 2 3 4 5	1 2 3 4 5

PART B

GEOGRAPHY MAJORS (CONT'D)

17. What was the degree to which your student teaching experiences contributed to your overall professional growth and development?

High 5	4	3	2	Low 1
☐	☐	☐	☐	☐

18. What was the influence of the general preparation obtained from your student teaching experience upon your later performance as a teacher?

High and positive 5	4	3	2	Low and neutral 1
☐	☐	☐	☐	☐

19. Please list specific suggestions for curriculum improvement in your major area of preparation that you think would be beneficial to pre-service teachers.

20. Please list any other aspect ofyour teacher education preparation, positive or negative, not covered heretofore. (If you desire to emphasize some of your previous responses, please do so in this space.)

PART B

GERMAN AND RUSSIAN LANGUAGE MAJORS

COMPETENCIES RELATED TO TEACHING IN THIS FIELD

NEED
not applicable
not needed
little
moderate
extensive
1 2 3 4 5

USE DURING THE YEAR
0-20%
21-40%
41-60%
61-80%
81-100%
1 2 3 4 5

WHERE DEVELOPED
independent study
in-service
work experience
developed at BGSU
not developed
1 2 3 4 5

PROFICIENCY
extensive proficiency
more than adequate
adequate proficiency
limited proficiency
not proficient
1 2 3 4 5

NEED	USE DURING THE YEAR		WHERE DEVELOPED	PROFICIENCY
1 2 3 4 5	1 2 3 4 5	1. Ability to get the sense of what an educated native says when he is enunciating carefully and speaking simply on a general subject.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	2. Ability to talk on prepared topics (e.g., for classroom situations) without obvious faltering, and to use the common expressions needed for getting around in the foreign country, speaking with a pronunciation readily understandable to a native.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	3. Ability to grasp directly (i.e., without translating) the meaning of simple, non-technical prose, excpet for an occasional word.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	4. Ability to write correctly sentences or paragraphs such as would be developed orally for classroom situations and the ability to write a short, simple letter.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	5. Knowledge of the sound patterns and grammar-patterns of the foreign language, and a knowledge of its main differences from English.	1 2 3 4 5	1 2 3 4 5

PART B

GERMAN AND RUSSIAN LANGUAGE MAJORS
(CONT'D)

NEED
1 not applicable
2 not needed
3 little
4 moderate
5 extensive

USE DURING THE YEAR
1 0-20%
2 21-40%
3 41-60%
4 61-80%
5 81-100%

WHERE DEVELOPED
1 not developed
2 developed at BGSU
3 work experience
4 in-service
5 independent study

PROFICIENCY
1 not proficient
2 limited proficiency
3 adequate proficiency
4 more than adequate
5 extensive proficiency

NEED	USE DURING THE YEAR			WHERE DEVELOPED	PROFICIENCY
1 2 3 4 5	1 2 3 4 5	6.	An awareness of language as an essential element among the learned and shared experiences that combine to form a particular culture, and a rudimentary knowledge of the geography, history, literature, art, social customs and contemporary civilization of the foreign people.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	7.	Knowledge of effective methods and techniques of language teaching.	1 2 3 4 5	1 2 3 4 5

PART B

GERMAN AND RUSSIAN LANGUAGE MAJORS
(CONT'D)

8. What was the degree to which your student teaching experiences contributed to your overall professional growth and development?

High 5	4	3	2	Low 1
☐	☐	☐	☐	☐

9. What was the influence of the general preparation obtained from your student teaching experiences upon your later performance as a teacher?

High and positive 5	4	3	2	Low and neutral 1
☐	☐	☐	☐	☐

10. Please list specific suggestions for curriculum improvement in your major area of preparation that you think would be beneficial to pre-service teachers.

11. Please list any other aspect of your teacher education preparation, positive or negative, not covered heretofore. (If you desire to emphasize some of your previous responses, please do so in this space.)

PART B

HEALTH EDUCATION MAJORS

COMPETENCIES RELATED TO TEACHING IN THIS FIELD

NEED
not applicable
not needed
little
moderate
extensive
1 2 3 4 5

USE DURING THE YEAR
0-20%
21-40%
41-60%
61-80%
81-100%
1 2 3 4 5

WHERE DEVELOPED
independent study
in-service
work experience
developed at BGSU
not developed
1 2 3 4 5

PROFICIENCY
extensive proficiency
more than adequate
adequate proficiency
limited proficiency
not proficient
1 2 3 4 5

NEED	USE DURING THE YEAR		WHERE DEVELOPED	PROFICIENCY
1 2 3 4 5	1 2 3 4 5	1. Ability to give specific philosophical bases for the justification of the school health services program, the school's provision of a safe and helpful school environment and the school health instructional program.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	2. Ability to distinguish between facts and misconceptions related to the more common health problems among the student population.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	3. Knowledge of the recommended screening devices for use in appraising vision, nutritional status, physical growth and development, hearing, dental health, and the status of the child with respect to tuberculosis.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	4. Knowledge of the teacher's role in the pupil health appraisal program.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	5. Ability to analyze, when given a hypothetical emergency situation, the situation and state in order theprocedures that should be followed in coping with the situation.	1 2 3 4 5	1 2 3 4 5

PART B

HEALTH EDUCATION MAJORS
(CONT'D)

NEED
not applicable
not needed
little
moderate
extensive
1 2 3 4 5

USE DURING THE YEAR
0-20%
21-40%
41-60%
61-80%
81-100%
1 2 3 4 5

PROFICIENCY
extensive proficiency
more than adequate
adequate proficiency
limited proficiency
not proficient
1 2 3 4 5

WHERE DEVELOPED
independent study
in-service
work experience
developed at BGSU
not developed
1 2 3 4 5

6. Ability to name, find, and use at least one major source of reference (publications, agencies, organizations) that could aid you in each of the following:

NEED	USE DURING THE YEAR		WHERE DEVELOPED	PROFICIENCY
1 2 3 4 5	1 2 3 4 5	A. Identifying the health needs and problems of children.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	B. Helping to develop a set of school health policies.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	C. Helping to develop a set of emergency procedures.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	D. Helping to initiate a drug abuse education program.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	E. Helping to establish a health appraisal program.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	F. Helping to improve the emotional climate of the classroom.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	G. Developing a resource unit for health instruction.	1 2 3 4 5	1 2 3 4 5

PART B

HEALTH EDUCATION MAJORS (CONT'D)

NEED not applicable not needed little moderate extensive 1 2 3 4 5	USE DURING THE YEAR 0-20% 21-40% 41-60% 61-80% 81-100% 1 2 3 4 5			WHERE DEVELOPED independent study in-service work experience developed at BGSU not developed 1 2 3 4 5	PROFICIENCY extensive proficiency more than adequate adequate proficiency limited proficiency not proficient 1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	7.	Knowledge of specific ways in which school personnel, parents and community health personnel can cooperate in seeking to prevent or to solve pupil health problems.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	8.	Knowledge of actions which can be initiated by the classroom teacher to secure the development or improvement of the total health program, including all three of its major areas, for a given school.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	9.	Ability to explain the need for including certain units of instruction which may prove controversial in the school health instruction curriculum and exhibit competence in effectively teaching these units.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	10.	Ability to present rational arguments for and/or against the use of the various patterns of instruction in health education.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	11.	Ability ot construct instructional units for all subject matter areas in health education to include a variety of succinct listings of behavioral objectives reflecting the previously determined needs and interests.	1 2 3 4 5	1 2 3 4 5

PART B

HEALTH EDUCATION MAJORS (CONT'D)

NEED
not applicable
not needed
little
moderate
extensive

USE DURING THE YEAR
0-20%
21-40%
41-60%
61-80%
81-100%

WHERE DEVELOPED
not developed
developed at BGSU
work experience
in-service
independent study

PROFICIENCY
not proficient
limited proficiency
adequate proficiency
more than adequate
extensive proficiency

NEED	USE DURING THE YEAR			WHERE DEVELOPED	PROFICIENCY
1 2 3 4 5	1 2 3 4 5			1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	12.	Knowledge of contemporary curriculum experiences to provide sufficient opportunities for maximal realization of course objectives.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	13.	Knowledge of imaginative, dynamic methodology and resource aids utilized to yield a viable climate for the implementation of the teaching-learning process.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	14.	Ability to develop workable techniques for continuous evaluation of teacher effectiveness, program authenticity, student knowledge, attitudes, and behavior.	1 2 3 4 5	1 2 3 4 5

PART B

HEALTH EDUCATION MAJORS
(CONT'D)

15. What was the degree to which your student teaching experiences contributed to your overall professional growth and development?

High 5	4	3	2	Low 1
☐	☐	☐	☐	☐

16. What was the influence of the general preparation obtained from your student teaching experience upon your later performance as a teacher?

High and positive 5	4	3	2	Low and neutral 1
☐	☐	☐	☐	☐

17. Please list specific suggestions for curriculum improvement in your major area of preparation that you think would be beneficial to pre-service teachers.

____

____

____

18. Please list any other aspect of your teacher education preparation, positive or negative, not covered heretofore. (If you desire to emphasize some of your previous responses, please do so in this space.)

____

____

____

PART B

HISTORY MAJORS

COMPETENCIES RELATED TO TEACHING IN THIS FIELD

NEED
not applicable 1
not needed 2
little 3
moderate 4
extensive 5

USE DURING THE YEAR
0-20% 1
21-40% 2
41-60% 3
61-80% 4
81-100% 5

WHERE DEVELOPED
not developed 1
developed at BGSU 2
work experience 3
in-service 4
independent study 5

PROFICIENCY
not proficient 1
limited proficiency 2
adequate proficiency 3
more than adequate 4
extensive proficiency 5

NEED	USE DURING THE YEAR		COMPETENCIES RELATED TO TEACHING IN THIS FIELD	WHERE DEVELOPED	PROFICIENCY
1 2 3 4 5	1 2 3 4 5	1.	Ability in map utilization.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	2.	Ability to build and use thematic approaches to historical presentations.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	3.	Knowledge of different historical presentations.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	4.	Knowledge of audio-visual, simulation game (and the like) methods of presentation.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	5.	Ability to utilize bibliographic and independent research techniques.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	6.	Knowledge of fundamental development in western civilization.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	7.	Knowledge of fundamental developments in United States history.	1 2 3 4 5	1 2 3 4 5

PART B

HISTORY MAJORS
(CONT'D)

NEED
not applicable
not needed
little
moderate
extensive

USE DURING THE YEAR
0-20%
21-40%
41-60%
61-80%
81-100%

PROFICIENCY
extensive proficiency
more than adequate
adequate proficiency
limited proficiency
not proficient

WHERE DEVELOPED
independent study
in-service
work experience
developed at BGSU
not developed

NEED	USE DURING THE YEAR			WHERE DEVELOPED	PROFICIENCY
1 2 3 4 5	1 2 3 4 5			1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	8.	Knowledge of one or two specific areas of history in some depth (for instance: modern Europe, U.S. to 1865).	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	9.	Knowledge of techniques and themes or topics for utilization in teaching survey courses as derived from college survey courses.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	10.	Knowledge of sufficient breadth of historical data to give direction to teaching various courses within the high school curriculum.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	11.	Knowledge of political factors at work in history.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	12.	Knowledge of cultural factors at work in history.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	13.	Knowledge of intellectual factors at work in history.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	14.	Knowledge of economic factors at work in history.	1 2 3 4 5	1 2 3 4 5

PART B

HISTORY MAJORS
(CONT'D)

NEED
not applicable
not needed
little
moderate
extensive

USE DURING THE YEAR
0-20%
21-40%
41-60%
61-80%
81-100%

WHERE DEVELOPED
independent study
in-service
work experience
developed at BGSU
not developed

PROFICIENCY
extensive proficiency
more than adequate
adequate proficiency
limited proficiency
not proficient

NEED	USE DURING THE YEAR		WHERE DEVELOPED	PROFICIENCY
1 2 3 4 5	1 2 3 4 5		1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	15. Knowledge of social factors at work in history.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	16. Ability to perceive interrelationships among political, economic social, (etc.) factors in history.	1 2 3 4 5	1 2 3 4 5

PART B

HISTORY MAJORS
(CONT'D)

17. Do you believe the over-all requirements for a history major are specific enough?

18. Would you be interested in post-graduate contact with history faculty (in the form of visitations, follow-ups, workshops)?

19. What specific suggestions do you have concerning curricular adjustment of the history offerings at the university?

20. Do your approach, your themes, your topics of emphasis, differ greatly from those under which you were trained?

PART B

HISTORY MAJORS
(CONT'D)

21. What was the degree to which your student teaching experiences contributed to your overall professional growth and development?

High 5	4	3	2	Low 1
☐	☐	☐	☐	☐

22. What was the influence of the general preparation obtained from your student teaching experience upon your later performance as a teacher?

High and positive 5	4	3	2	Low and neutral 1
☐	☐	☐	☐	☐

23. Please list specific suggestions for curriculum improvement in your major area of preparation that you think would be beneficial to pre-service teachers.

24. Please list any other aspect of your teacher education preparation, positive or negative, not covered heretofore. (If you desire to emphasize some of your previous responses, please do so in this space.)

PART B

HISTORY AND POLITICAL SCIENCE MAJORS

COMPETENCIES RELATED TO TEACHING IN THIS FIELD

NEED
not applicable
not needed
little
moderate
extensive
1 2 3 4 5

USE DURING THE YEAR
0-20%
21-40%
41-60%
61-80%
81-100%
1 2 3 4 5

WHERE DEVELOPED
independent study
in-service
work experience
developed at BGSU
not developed
1 2 3 4 5

PROFICIENCY
extensive proficiency
more than adequate
adequate proficiency
limited proficiency
not proficient
1 2 3 4 5

1 2 3 4 5	1 2 3 4 5	1.	Ability to formulate and test political hypotheses.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	2.	Ability to analyze political phenomena using legal, political, sociological, psychological and structural approaches to American government.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	3.	Knowledge of popular journals necessary to facilitate communication with secondary students.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	4.	Ability to discuss current events in a meaningful way.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	5.	Ability to distinguish facts and values in the context of politics.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	6.	Ability to distinguish between official statements and political reality.	1 2 3 4 5	1 2 3 4 5

PART B

HISTORY AND POLITICAL SCIENCE MAJORS
(CONT'D)

NEED
not applicable
not needed
little
moderate
extensive
1 2 3 4 5

USE DURING THE YEAR
0-20%
21-40%
41-60%
61-80%
81-100%
1 2 3 4 5

PROFICIENCY
extensive proficiency
more than adequate
adequate proficiency
limited proficiency
not proficient
1 2 3 4 5

WHERE DEVELOPED
independent study
in-service
work experience
developed at BGSU
not developed
1 2 3 4 5

NEED	USE DURING THE YEAR		WHERE DEVELOPED	PROFICIENCY
1 2 3 4 5	1 2 3 4 5	7. Ability to explain interpersonal interactions and influence patterns and their importance in politics.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	8. Ability to use as a classroom tool another substantive area of political science besides American Government.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	9. Knowledge in other social science areas such as economics, sociology, etc.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	10. Ability to understand local government and politics.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	11. Knowledge of campaigning and government operations acquired through field experiences.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	12. Ability to put political science into a historical perspective.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	13. Knowledge of career possibilities, such as the government service, foreign service, and other useful outlets for political science training.	1 2 3 4 5	1 2 3 4 5

PART B

HISTORY AND POLITICAL SCIENCE MAJORS
(CONT'D)

NEED
not applicable
not needed
little
moderate
extensive

USE DURING THE YEAR
0-20%
21-40%
41-60%
61-80%
81-100%

WHERE DEVELOPED
not developed
developed at BGSU
work experience
in-service
independent study

PROFICIENCY
not proficient
limited proficiency
adequate proficiency
more than adequate
extensive proficiency

NEED	USE DURING THE YEAR		WHERE DEVELOPED	PROFICIENCY
1 2 3 4 5	1 2 3 4 5		1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	14. Ability in map utilization.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	15. Ability to build and use thematic approaches to historical presentations.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	16. Knowledge of different historical interpretations.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	17. Knowledge of audio-visual, simulation game (and the like) methods of presentation.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	18. Ability to utilize bibliographic and independent research techniques.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	19. Knowledge of fundamental developments in western civilization.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	20. Knowledge of fundamental developments in United States history.	1 2 3 4 5	1 2 3 4 5

PART B

HISTORY AND POLITICAL SCIENCE MAJORS
(CONT'D)

NEED
not applicable
not needed
little
moderate
extensive
1 2 3 4 5

USE DURING THE YEAR
0-20%
21-40%
41-60%
61-80%
81-100%
1 2 3 4 5

PROFICIENCY
extensive proficiency
more than adequate
adequate proficiency
limited proficiency
not proficient

WHERE DEVELOPED
independent study
in-service
work experience
developed at BGSU
not developed
1 2 3 4 5

1 2 3 4 5

1 2 3 4 5	1 2 3 4 5	21.	Knowledge of one or two specific areas of history in some depth (for instance: modern Europe, U.S. to 1865).	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	22.	Knowledge of techniques and themes or topics for utilization in teaching survey courses as derived from college survey courses.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	23.	Knowledge of sufficient breadth of historical data to give direction to teaching various courses within the high school curriculum.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	24.	Knowledge of cultural factors at work in history.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	25.	Knowledge of intellectual factors at work in history.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	26.	Ability to perceive interrelationships among political, economic, social (etc.) factors in history.	1 2 3 4 5	1 2 3 4 5

PART B

HISTORY AND POLITICAL SCIENCE MAJORS
(CONT'D)

27. What was the degree to which your student teaching experiences contributed to your overall professional growth and development?

High 5	4	3	2	Low 1
☐	☐	☐	☐	☐

28. What was the influence of the general preparation obtained from your student teaching experience upon your later performance as a teacher?

High and positive 5	4	3	2	Low and neutral 1
☐	☐	☐	☐	☐

29. Please list specific suggestions for curriculum improvement in your major area of preparation that you think would be beneficial to pre-service teachers.

30. Please list any other aspect of your teacher education preparation, positive or negative, not covered heretofore. (If you desire to emphasize some of your previous responses, please do so in this space.)

PART B

HOME ECONOMICS MAJORS

COMPETENCIES RELATED TO TEACHING IN THIS FIELD

NEED
not applicable
not needed
little
moderate
extensive
1 2 3 4 5

USE DURING THE YEAR
0-20%
21-40%
41-60%
61-80%
81-100%
1 2 3 4 5

WHERE DEVELOPED
independent study
in-service
work experience
developed at BGSU
not developed
1 2 3 4 5

PROFICIENCY
extensive proficiency
more than adequate
adequate proficiency
limited proficiency
not proficient
1 2 3 4 5

NEED	USE DURING THE YEAR			WHERE DEVELOPED	PROFICIENCY
1 2 3 4 5	1 2 3 4 5	1.	Ability to select patterns and make alterations in clothing construction.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	2.	Knowledge of using art principles in related home economics subject areas.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	3.	Knowledge of meeting health and aesthetic needs through clothing selection and care.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	4.	Ability to fit garments and use necessary construction techniques.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	5.	Knowledge of how to apply the decision making process to attain goals.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	6.	Ability to provide students with financial planning skills for income management.	1 2 3 4 5	1 2 3 4 5

NEED
not applicable
not needed
little
moderate
extensive
USE DURING THE YEAR
0-20%
21-40%
41-60%
61-80%
81-100%
1 2 3 4 5   1 2 3 4 5

PART B

HOME ECONOMICS MAJORS
(CONT'D)

PROFICIENCY
extensive proficiency
more than adequate
adequate proficiency
limited proficiency
not proficient
WHERE DEVELOPED
independent study
in-service
work experience
developed at BGSU
not developed
1 2 3 4 5   1 2 3 4 5

1 2 3 4 5	1 2 3 4 5	7. Knowledge of consumer awareness and effective ways to integrate this in all subject areas.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	8. Ability to use management principles and a wide variety of resources to help students attain good management habits.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	9. Knowledge of adjustments and preparation for parenthood.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	10. Knowledge of nutritional requirements and food for the child.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	11. Knowledge of the developmental growth sequence from birth to six years.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	12. Ability to use developmental growth principles in guidance and discipline of children while maintaining their health and safety.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	13. Ability to select, use and care for household equipment.	1 2 3 4 5	1 2 3 4 5

PART B

HOME ECONOMICS MAJORS (CONT'D)

NEED not applicable not needed little moderate extensive 1 2 3 4 5	USE DURING THE YEAR 0-20% 21-40% 41-60% 61-80% 81-100% 1 2 3 4 5		WHERE DEVELOPED independent study in-service work experience developed at BGSU not developed 1 2 3 4 5	PROFICIENCY extensive proficiency more than adequate adequate proficiency limited proficiency not proficient 1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	14. Knowledge of the stages of life cycle and roles family members play.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	15. Knowledge of preparation for marriage or single living.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	16. Knowledge of coping with family stresses and crises.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	17. Ability to help students use criteria for determining housing needs of the family.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	18. Knowledge of interpretation of housing plans and quality of housing construction.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	19. Knowledge of the legal aspects of home ownership/renting/leasing.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	20. Knowledge of the selection and arrangement of house furnishings to meet family needs.	1 2 3 4 5	1 2 3 4 5

NEED
not applicable
not needed
little
moderate
extensive
USE DURING THE YEAR
0-20%
21-40%
41-60%
61-80%
81-100%
1 2 3 4 5 1 2 3 4 5

PART B

HOME ECONOMICS MAJORS (CONT'D)

PROFICIENCY
extensive proficiency
more than adequate
adequate proficiency
limited proficiency
not proficient
WHERE DEVELOPED
independent study
in-service
work experience
developed at BGSU
not developed
1 2 3 4 5 1 2 3 4 5

1 2 3 4 5	1 2 3 4 5	21.	Ability to help students care for and repair house furnishings.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	22.	Ability to apply the principles of food preparation, storage, and purchasing to feeding the family.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	23.	Ability to apply the principles of nutrition for family members in various stages of the life cycle.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	24.	Ability to apply the principles of meal service to management of meal preparation and clean up.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	25.	Ability to contribute to the development of a philosophy for the home economics profession.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	26.	Ability to select and organize home economics knowledge and skills that are significant for various learners and learning levels.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	27.	Ability to integrate the contribution of disciplines related to home economics in effective program planning.	1 2 3 4 5	1 2 3 4 5

PART B

HOME ECONOMICS MAJORS
(CONT'D)

NEED
not applicable
not needed
little
moderate
extensive
1 2 3 4 5

USE DURING THE YEAR
0-20%
21-40%
41-60%
61-80%
81-100%
1 2 3 4 5

PROFICIENCY
WHERE DEVELOPED
independent study
in-service
work experience
developed at BGSU
not developed
1 2 3 4 5

extensive proficiency
more than adequate
adequate proficiency
limited proficiency
not proficient
1 2 3 4 5

NEED	USE DURING THE YEAR		WHERE DEVELOPED	PROFICIENCY
1 2 3 4 5	1 2 3 4 5	28. Ability to use and initiate research for program planning and/or professional development.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	29. Ability to assume leadership in coordinating and/or integrating home economics programs with other programs, agencies and organizations.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	30. Ability to design instructional plans appropriate to the needs of specific learners in educative settings.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	31. Ability to establish and maintain an environment which facilitates the achievement of objectives.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	32. Ability to evaluate educational structure in relation to how it promotes the purposes of educational programs in home economics.	1 2 3 4 5	1 2 3 4 5

PART B

HOME ECONOMICS MAJORS
(CONT'D)

33. What was the degree to which your student teaching experiences contributed to your overall professional growth and development?

High 5	4	3	2	Low 1
☐	☐	☐	☐	☐

34. What was the influence of the general preparation obtained from your student teaching experience upon your later performance as a teacher?

High and positive 5	4	3	2	Low and neutral 1
☐	☐	☐	☐	☐

35. Please list specific suggestions for curriculum improvement in your major area of preparation that you think would be beneficial to pre-service teachers.

36. Please list any other aspect of your teacher education preparation, positive or negative, not covered heretofore. (If you desire to emphasize some of your previous responses, please do so in this space.

PART B

INDUSTRIAL EDUCATION MAJORS

COMPETENCIES RELATED TO TEACHING IN THIS FIELD

NEED
not applicable
not needed
little
moderate
extensive

USE DURING THE YEAR
0-20%
21-40%
41-60%
61-80%
81-100%

PROFICIENCY
extensive proficiency
more than adequate
adequate proficiency
limited proficiency
not proficient

WHERE DEVELOPED
independent study
in-service
work experience
developed at BGSU
not developed

NEED	USE DURING THE YEAR			WHERE DEVELOPED	PROFICIENCY
1 2 3 4 5	1 2 3 4 5			1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	1.	Ability to employ group and individual learning activities and materials which provide for interaction or incremental feedback.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	2.	Ability to ensure that safe laboratory procedures are followed and utilize a student personnel system as a component part of a comprehensive safety plan.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	3.	Ability to design or select appropriate alternative learning activities based on student characteristics and practical constraints such as reduced time, budget and stations.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	4.	Ability to prepare attractive information for various media and use media effectively.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	5.	Ability to effectively plan and arrange a new or existing facility in keeping with program goals and established space, traffic, safety, utility and storage criteria.	1 2 3 4 5	1 2 3 4 5

PART B

INDUSTRIAL EDUCATION MAJORS
(CONT'D)

NEED
not applicable
not needed
little
moderate
extensive
1 2 3 4 5

USE DURING THE YEAR
0-20%
21-40%
41-60%
61-80%
81-100%
1 2 3 4 5

WHERE DEVELOPED
not developed
developed at BGSU
work experience
in-service
independent study
1 2 3 4 5

PROFICIENCY
not proficient
limited proficiency
adequate proficiency
more than adequate
extensive proficiency
1 2 3 4 5

NEED	USE DURING THE YEAR		WHERE DEVELOPED	PROFICIENCY
1 2 3 4 5	1 2 3 4 5	6. Ability to select, develop and apply goals and objectives which are internally consistent, reflective of contemporary industrial technology, and compatible with an appropriate phase of career education.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	7. Ability to employ appropriate strategies to implement justified programmic changes and changes which enable more students to enjoy industrial education courses or subject modules.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	8. Ability to actively participate in appropriate local, state, and national professional organizations, pursue advanced study, and take advantage of opportunities for joint university-school projects.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	9. Ability to apply the design process for the solution of problems in a variety of situations.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	10. Ability to employ a variety of engineering graphics techniques for problem solving and communicative purposes.	1 2 3 4 5	1 2 3 4 5

PART B

INDUSTRIAL EDUCATION MAJORS
(CONT'D)

NEED
not applicable
not needed
little
moderate
extensive
1 2 3 4 5

USE DURING THE YEAR
0-20%
21-40%
41-60%
61-80%
81-100%
1 2 3 4 5

PROFICIENCY
extensive proficiency
more than adequate
adequate proficiency
limited proficiency
not proficient
1 2 3 4 5

WHERE DEVELOPED
independent study
in-service
work experience
developed at BGSU
not developed
1 2 3 4 5

NEED	USE DURING THE YEAR		WHERE DEVELOPED	PROFICIENCY
1 2 3 4 5	1 2 3 4 5	11. Ability to read and interpret drawings and relate them to the processes and environments in which they will be used.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	12. Ability to classify and safely perform the common tool and machine operations that apply to metal, wood, plastic and ceramic materials.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	13. Ability to identify and classify industrial materials, describe the physical structure and characteristics of these materials, and select or specify appropriate materials for selected processing methods.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	14. Ability to organize and conduct a simulated manufacturing enterprise which embodies the essential elements of managed mass production technology.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	15. Ability to describe how the various aspects of the management of a construction company are involved in the progress of a construction project.	1 2 3 4 5	1 2 3 4 5

PART B

INDUSTRIAL EDUCATION MAJORS
(CONT'D)

NEED
not applicable
not needed
little
moderate
extensive

USE DURING THE YEAR
0-20%
21-40%
41-60%
61-80%
81-100%

WHERE DEVELOPED
not developed
developed at BGSU
work experience
in-service
independent study

PROFICIENCY
not proficient
limited proficiency
adequate proficiency
more than adequate
extensive proficiency

NEED	USE DURING THE YEAR		WHERE DEVELOPED	PROFICIENCY
1 2 3 4 5	1 2 3 4 5		1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	16. Ability to describe the details of a construction project through thorough analysis and study of the plans and specifications.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	17. Ability to describe the processes and materials that are used to complete a construction project.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	18. Ability to classify individual characteristics of different types of construction projects.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	19. Ability to analyze communication problems, audiences, modes and effects of visual design.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	20. Ability to effectively solve communication problems through systematic selection and utilization of visual communication modes such as television, motion pictures, photography and image transfer.	1 2 3 4 5	1 2 3 4 5

PART B

INDUSTRIAL EDUCATION MAJORS
(CONT'D)

NEED
not applicable
not needed
little
moderate
extensive

USE DURING THE YEAR
0-20%
21-40%
41-60%
61-80%
81-100%

PROFICIENCY
extensive proficiency
more than adequate
adequate proficiency
limited proficiency
not proficient

WHERE DEVELOPED
independent study
in-service
work experience
developed at BGSU
not developed

NEED	USE DURING THE YEAR		WHERE DEVELOPED	PROFICIENCY
1 2 3 4 5	1 2 3 4 5		1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	21. Ability to identify, classify and measure power and energy devices; can apply principles of automation to classroom experiences.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	22. Ability to recognize, interpret and use instrumentation and control devices.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	23. Ability to use EPIC concepts and logic to trouble-shoot, maintain and repair laboratory equipment.	1 2 3 4 5	1 2 3 4 5

PART B

INDUSTRIAL EDUCATION MAJORS
(CONT'D)

24. What was the degree to which your student teaching experiences contributed to your overall professional growth and development?

High 5	4	3	2	Low 1
☐	☐	☐	☐	☐

25. What was the influence of the general preparation obtained from your student teaching experience upon your later performance as a teacher?

High and positive 5	4	3	2	Low and neutral 1
☐	☐	☐	☐	☐

26. Please list specific suggestions for curriculum improvement in your major area of preparation that you think would be beneficial to pre-service teachers.

27. Please list any other aspect of your teacher education preparation, positive or negative, not covered heretofore. (If you desire to emphasize some of your previous responses, please do so in this space.)

PART B

LIBRARY AND EDUCATIONAL MEDIA MAJORS

COMPETENCIES RELATED TO TEACHING IN THIS FIELD

NEED
not applicable
not needed
little
moderate
extensive
1 2 3 4 5

USE DURING THE YEAR
0-20%
21-40%
41-60%
61-80%
81-100%
1 2 3 4 5

WHERE DEVELOPED
independent study
in-service
work experience
developed at BGSU
not developed
1 2 3 4 5

PROFICIENCY
extensive proficiency
more than adequate
adequate proficiency
limited proficiency
not proficient
1 2 3 4 5

NEED	USE DURING THE YEAR		COMPETENCIES RELATED TO TEACHING IN THIS FIELD	WHERE DEVELOPED	PROFICIENCY
1 2 3 4 5	1 2 3 4 5	1.	Ability to determine the goals, functions and components of the media program which support the educational objectives of the total school program.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	2.	Ability to devise and administer procedures for evaluation and selection of media and related equipment.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	3.	Ability to organize media and equipment through a system of cataloging, classification and indexing which will provide accessibility for the user.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	4.	Ability to plan, design and implement appropriate procedures for the circulation, storage and retrieval of media and materials.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	5.	Ability to guide and assist faculty in the selectionand use of media and equipment to meet instructional and curriculum objectives.	1 2 3 4 5	1 2 3 4 5

PART B

LIBRARY AND EDUCATIONAL MEDIA MAJORS (CONT'D)

NEED
not applicable
not needed
little
moderate
extensive

USE DURING THE YEAR
0-20%
21-40%
41-60%
61-80%
81-100%

PROFICIENCY
extensive proficiency
more than adequate
adequate proficiency
limited proficiency
not proficient

WHERE DEVELOPED
independent study
in-service
work experience
developed at BGSU
not developed

NEED	USE DURING THE YEAR		WHERE DEVELOPED	PROFICIENCY
1 2 3 4 5	1 2 3 4 5		1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	6. Ability to develop bibliographies for faculty use in the selection of media.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	7. Ability to motivate and guide students in the development of reading, viewing and listening competencies.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	8. Ability to produce instructional media related to given topics to meet pre-specified instructional objectives.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	9. Ability to provide for the maintenance and repair of media and equipment to insure greatest utilization.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	10. Ability to establish and use a vertical file.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	11. Ability to operate a story telling program.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	12. Ability to successfully resist attempts of the principal, teachers, or parents to use the library-media center in ways that you consider inappropriate.	1 2 3 4 5	1 2 3 4 5

PART B

LIBRARY AND EDUCATIONAL MEDIA MAJORS (CONT'D)

NEED
not applicable
not needed
little
moderate
extensive

USE DURING THE YEAR
0-20%
21-40%
41-60%
61-80%
81-100%

WHERE DEVELOPED
independent study
in-service
work experience
developed at BGSU
not developed

PROFICIENCY
extensive proficiency
more than adequate
adequate proficiency
limited proficiency
not proficient

NEED	USE DURING THE YEAR			WHERE DEVELOPED	PROFICIENCY
1 2 3 4 5	1 2 3 4 5			1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	13.	Ability to get a library-media center budget approved that is larger than last year's.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	14.	Ability to spend at least 25% of the budget on AV materials.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	15.	Ability to increase the amount of AV equipment in the library-media center over last year.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	16.	Ability to contribute to school programs that individualize instruction.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	17.	Ability to operate video tape recorders.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	18.	Ability to organize and use student helpers.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	19.	Ability to maintain discipline in the library-media center.	1 2 3 4 5	1 2 3 4 5

PART B

LIBRARY AND EDUCATIONAL MEDIA MAJORS (CONT'D)

NEED
not applicable
not needed
little
moderate
extensive

USE DURING THE YEAR
0-20%
21-40%
41-60%
61-80%
81-100%

PROFICIENCY
extensive proficiency
more than adequate
adequate proficiency
limited proficiency
not proficient

WHERE DEVELOPED
independent study
in-service
work experience
developed at BGSU
not developed

1 2 3 4 5	1 2 3 4 5		1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	20. Ability to answer student and teacher reference questions.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	21. Ability to increase student use of the library-media center.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	22. Ability to specify AV equipment and materials so that what you want is what the administration orders.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	23. Ability to influence the curriculum or methods of instruction.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	24. Ability to develop library skills in students via systematic instruction.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	25. Ability to operate AV equipment.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	26. Ability to involve students and teachers in the selection of books, AV materials, and equipment.	1 2 3 4 5	1 2 3 4 5

PART B

LIBRARY AND EDUCATIONAL MEDIA MAJORS (CONT'D)

27. Was was the degree to which your student teaching experiences contributed to your overall professional growth and development?

High 5	4	3	2	Low 1
☐	☐	☐	☐	☐

28. What was the influence of the general preparation obtained from your student teaching experience upon your later performance as a library/media center director?

High and positive 5	4	3	2	Low and neutral 1
☐	☐	☐	☐	☐

29. What was the influence of the general preparation obtained from your student teaching experience upon your later performance as a teacher?

High and positive 5	4	3	2	Low and neutral 1
☐	☐	☐	☐	☐

PART B

LIBRARY AND EDUCATIONAL MEDIA
MAJORS
(CONT'D)

30. Please list specific suggestions for curriculum improvement in your major area of preparation that you think would be beneficial to pre-service teachers.

Please list any other aspect of your teacher education preparation, positive or negative, not covered heretofore. (If you desire to emphasize some of your previous responses, please do so in this space.)

PART B

MATHEMATICS MAJORS

NEED not applicable not needed little moderate extensive	USE DURING THE YEAR 0-20% 21-40% 41-60% 61-80% 81-100%	COMPETENCIES RELATED TO TEACHING IN THIS FIELD	WHERE DEVELOPED independent study in-service work experience developed at BGSU not developed	PROFICIENCY extensive proficiency more than adequate adequate proficiency limited proficiency not proficient
1 2 3 4 5	1 2 3 4 5		1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	1. Knowledge of functions, relations, and equivalence relations.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	2. Knowledge of the real number system and its major subsystems.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	3. Knowledge of binary operations and their basic properties.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	4. Knowledge of methods of proof and logical reasoning.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	5. Knowledge of components and development of mathematical systems.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	6. Knowledge of foundations of geometry.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	7. Knowledge of graphing techniques.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	8. Knowledge of major problems and methods of calculus.	1 2 3 4 5	1 2 3 4 5

PART B

MATHEMATICS MAJORS (CONT'D)

NEED
not applicable
not needed
little
moderate
extensive

USE DURING THE YEAR
0-20%
21-40%
41-60%
61-80%
81-100%

PROFICIENCY
extensive proficiency
more than adequate
adequate proficiency
limited proficiency
not proficient

WHERE DEVELOPED
independent study
in-service
work experience
developed at BGSU
not developed

1 2 3 4 5	1 2 3 4 5			1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	9.	Knowledge of concepts of probability and statistics.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	10.	Knowledge of matrices, determinants, and vectors.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	11.	Knowledge of concepts involving infinite sets.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	12.	Knowledge of the applications of mathematics.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	13.	Knowledge of computer capabilities and programming.	1 2 3 4 5	1 2 3 4 5

PART B

MATHEMATICS MAJORS
(CONT'D)

14. What was the degree to which your student teaching experiences contributed to your overall professional growth and development?

High				Low
5	4	3	2	1
☐	☐	☐	☐	☐

15. What was the influence of the general preparation obtained from your student teaching experience upon your later performance as a teacher?

High and positive				Low and neutral
5	4	3	2	1
☐	☐	☐	☐	☐

16. Please list specific suggestions for curriculum improvement in your major area of preparation that you think would be beneficial to pre-service teachers.

____

____

____

17. Please list any other aspect ofyour teacher educationpreparation, positive or negative, not covered heretofore. (If you desire to emphasize some of your previous responses, please do so in this space.)

____

____

____

PART B

MUSIC EDUCATION MAJORS

COMPETENCIES RELATED TO TEACHING IN THIS FIELD

NEED
not applicable
not needed
little
moderate
extensive

USE DURING THE YEAR
0-20%
21-40%
41-60%
61-80%
81-100%

WHERE DEVELOPED
independent study
in-service
work experience
developed at BGSU
not developed

PROFICIENCY
extensive proficiency
more than adequate
adequate proficiency
limited proficiency
not proficient

NEED	USE DURING THE YEAR	COMPETENCIES RELATED TO TEACHING IN THIS FIELD	WHERE DEVELOPED	PROFICIENCY
1 2 3 4 5	1 2 3 4 5		1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	1. Ability to use music writing skills.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	2. Ability in aural perception.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	3. Ability to comprehend musical scores.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	4. Ability to place musical scores in historical perspective.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	5. Ability to understand the formal structure of music.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	6. Ability to place music in context with the other arts.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	7. Ability to understand the ranges, timbre, acoustics, and individual idiosyncracies of major instruments of the band and orchestra.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	8. Ability to perform effectively as a soloist on an instrument or voice.	1 2 3 4 5	1 2 3 4 5

PART B

MUSIC EDUCATION MAJORS
(CONT'D)

NEED
not applicable
not needed
little
moderate
extensive
1 2 3 4 5

USE DURING THE YEAR
0-20%
21-40%
41-60%
61-80%
81-100%
1 2 3 4 5

PROFICIENCY
extensive proficiency
more than adequate
adequate proficiency
limited proficiency
not proficient
1 2 3 4 5

WHERE DEVELOPED
independent study
in-service
work experience
developed at BGSU
not developed
1 2 3 4 5

NEED	USE DURING THE YEAR		WHERE DEVELOPED	PROFICIENCY
1 2 3 4 5	1 2 3 4 5	9. Ability to perform effectively as a member of an ensemble on an instrument or voice.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	10. Ability to perform effectively as a conductor.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	11. Ability to conduct an effective rehearsal.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	12. Ability to perform effectively to a minimal proficiency level on the piano.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	13. Ability to use thepiano effectively as a teaching tool.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	14. Ability to comprehend the principles of and the playing techniques of several instruments of the band and orchestra.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	15. Ability to perform effectively to a minimal proficiency level on several instruments of the band and orchestra.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	16. Ability to use the voice effectively as an aid in musical communication.	1 2 3 4 5	1 2 3 4 5

PART B

MUSIC EDUCATION MAJORS
(CONT'D)

17. What was the degree to which your student teaching experiences contributed to your overall professional growth and development?

High 5	4	3	2	Low 1
☐	☐	☐	☐	☐

18. What was the influence of the general preparation obtained from your student teaching experience upon your later performance as a teacher?

High and positive 5	4	3	2	Low and neutral 1
☐	☐	☐	☐	☐

19. Please list specific suggestions for curriculum improvement in your major area of preparation that you think would be beneficial to pre-service teachers.

20. Please list any other aspect ofyour teacher education preparation, positive or negative, not covered heretofore. (If you desire to emphasize some of your previous responses, please do so in this space.)

NEED
not applicable
not needed
little
moderate
extensive
1 2 3 4 5

USE DURING THE YEAR
0-20%
21-40%
41-60%
61-80%
81-100%
1 2 3 4 5

PART B

PHYSICAL EDUCATION
HPE-MEN

COMPETENCIES RELATED TO TEACHING IN THIS FIELD

WHERE DEVELOPED
independent study
in-service
work experience
developed at BGSU
not developed
1 2 3 4 5

PROFICIENCY
extensive proficiency
more than adequate
adequate proficiency
limited proficiency
not proficient
1 2 3 4 5

NEED	USE DURING THE YEAR	COMPETENCIES RELATED TO TEACHING IN THIS FIELD	WHERE DEVELOPED	PROFICIENCY
1 2 3 4 5	1 2 3 4 5	1. Knowledge of first aid procedures.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	2. Knowledge of anatomy, physiology and kinesiology of the human body.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	3. Knowledge of the physiological and psychological impact of activities and games upon children of all ages.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	4. Knowledge of physical conditioning.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	5. Ability to use physical competencies (skill proficiencies) as a foundation for meaningful instruction.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	6. Ability to inculcate attitudes relative to the importance of physical activity not only in youth but throughout life.	1 2 3 4 5	1 2 3 4 5

PART B

PHYSICAL EDUCATION
HPE-MEN
(CONT'D)

NEED
not applicable
not needed
little
moderate
extensive
1 2 3 4 5

USE DURING THE YEAR
0-20%
21-40%
41-60%
61-80%
81-100%
1 2 3 4 5

WHERE DEVELOPED
independent study
in-service
work experience
developed at BGSU
not developed
1 2 3 4 5

PROFICIENCY
extensive proficiency
more than adequate
adequate proficiency
limited proficiency
not proficient
1 2 3 4 5

NEED	USE DURING THE YEAR			WHERE DEVELOPED	PROFICIENCY
1 2 3 4 5	1 2 3 4 5	7.	Knowledge that physical activity is not an end in itself but a means to a variety of ends which serve the individual.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	8.	Ability to analyze the physical education curriculum to insure that it is continuous and progressive and meets the needs of students at all ages.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	9.	Knowledge of individual differences in the learning process in physical education.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	10.	Knowledge of rules and strategies in a wide variety of games and activities.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	11.	Ability to understand and communicate to teachers of other disciplines, administrators, and the public, the contributions that physical education can make to the total education of the students.	1 2 3 4 5	1 2 3 4 5

PART B

PHYSICAL EDUCATION
(CONT'D)

12. What was the degree to which your student teaching experiences contributed to your overall professional growth and development?

High 5	4	3	2	Low 1
☐	☐	☐	☐	☐

13. What was the influence of the general preparationobtained from your student teaching experience upon your later performance as a teacher?

High and positive 5	4	3	2	Low and neutral 1
☐	☐	☐	☐	☐

14. Please list specific suggestions for curriculum improvement in your major area of preparation that you think would be beneficial to pre-service teachers.

____

____

____

15. Please list any other aspect of your teacher education preparation, positive or negative, not covered heretofore. (If you desire to emphasize some of your previous responses, please do so in this space.)

____

____

____

PART B

PHYSICS MAJORS

COMPETENCIES RELATED TO TEACHING IN THIS FIELD

NEED
1 not applicable
2 not needed
3 little
4 moderate
5 extensive

USE DURING THE YEAR
1 0-20%
2 21-40%
3 41-60%
4 61-80%
5 81-100%

WHERE DEVELOPED
1 not developed
2 developed at BGSU
3 work experience
4 in-service
5 independent study

PROFICIENCY
1 not proficient
2 limited proficiency
3 adequate proficiency
4 more than adequate
5 extensive proficiency

NEED	USE DURING THE YEAR		WHERE DEVELOPED	PROFICIENCY
1 2 3 4 5	1 2 3 4 5	1. Knowledge of basic physics.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	2. Ability to emphasize basic principles as opposed to substitution.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	3. Ability to apply physics to everyday experiences.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	4. Knowledge of special types of high school physics programs such as PSSC.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	5. Ability to apply appropriate methods of instruction for special high school physics programs.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	6. Knowledge of the relationship between physics and industry.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	7. Ability to distinguish between "busy work" and the learning of principles.	1 2 3 4 5	1 2 3 4 5

NEED
not applicable
not needed
little
moderate
extensive
USE DURING THE YEAR
0-20%
21-40%
41-60%
61-80%
81-100%
1 2 3 4 5 1 2 3 4 5

PART B

PHYSICS MAJORS
(CONT'D)

PROFICIENCY
extensive proficiency
more than adequate
adequate proficiency
limited proficiency
not proficient
WHERE DEVELOPED
independent study
in-service
work experience
developed at BGSU
not developed
1 2 3 4 5 1 2 3 4 5

1 2 3 4 5	1 2 3 4 5	8.	Knowledge of laboratory techniques and laboratory safety.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	9.	Ability to use special equipment such as oscilloscopes, signal generators, stroboscopes, etc.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	10.	Ability to repair equipment.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	11.	Knowledge of sources and uses of special instructional media such as film, slides, demonstration equipment, projectors, etc.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	12.	Knowledge of types of employment available to physicists.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	13.	Ability to assist students in special science day projects or interest groups.	1 2 3 4 5	1 2 3 4 5

PART B

PHYSICS MAJORS
(CONT'D)

14. Was was the degree to which your student teaching experiences contributed to your overall professional growth and development?

High 5	4	3	2	Low 1
☐	☐	☐	☐	☐

15. What was the influence of the general preparation obtained from your student teaching experience upon your later performance as a teacher?

High and positive 5	4	3	2	Low and neutral 1
☐	☐	☐	☐	☐

16. Please list specific suggestions for curriculum improvement in your major area of preparation that you think would be beneficial to pre-service teachers.

____

____

____

17. Please list any other aspect of your teacher education preparation, positive or negative, not covered heretofore. (If you desire to emphasize some of your previous responses, please do so in this space.)

____

____

____

PART B

POLITICAL SCIENCE MAJORS

COMPETENCIES RELATED TO TEACHING IN THIS FIELD

NEED not applicable not needed little moderate extensive 1 2 3 4 5	USE DURING THE YEAR 0-20% 21-40% 41-60% 61-80% 81-100% 1 2 3 4 5	COMPETENCIES RELATED TO TEACHING IN THIS FIELD	WHERE DEVELOPED not developed developed at BGSU work experience in-service independent study 1 2 3 4 5	PROFICIENCY not proficient limited proficiency adequate proficiency more than adequate extensive proficiency 1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	1. Ability to formulate and test political hypotheses.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	2. Ability to analyze political phenomena using legal, political, sociological, psychological and structural approaches to American Government.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	3. Knowledge of popular journals necessary to facilitate communication with secondary students.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	4. Ability to discuss current events in a meaningful way.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	5. Ability to distinguish facts and values in the context of politics.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	6. Ability to distinguish between official statements and political reality.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	7. Ability to explain interpersonal interactions and influence patterns and their importance in politics.	1 2 3 4 5	1 2 3 4 5

PART B

POLITICAL SCIENCE MAJORS
(CONT'D)

NEED
not applicable
not needed
little
moderate
extensive

USE DURING THE YEAR
0-20%
21-40%
41-60%
61-80%
81-100%

WHERE DEVELOPED
independent study
in-service
work experience
developed at BGSU
not developed

PROFICIENCY
extensive proficiency
more than adequate
adequate proficiency
limited proficiency
not proficient

NEED	USE DURING THE YEAR		WHERE DEVELOPED	PROFICIENCY
1 2 3 4 5	1 2 3 4 5		1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	8. Ability to use as a classroom tool another substantive area of political science besides American Government.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	9. Knowledge in other social science areas such as economics, sociology, etc.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	10. Knowledge of research methods as applicable to Political Science.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	11. Ability to understand local government and politics.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	12. Knowledge of campaigning and government operations acquired through field experiences.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	13. Ability to put political science into a historical perspective.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	14. Knowledge of career possibilities, such as the government service, foreign service, and other useful outlets for political science training.	1 2 3 4 5	1 2 3 4 5

PART B

POLITICAL SCIENCE MAJORS
(CONT'D)

19. Please list specific suggestions for curriculum improvement in your major area of preparation that you think would be beneficial to pre-service teachers.

20. Please list any other aspect of your teacher education preparation, positive or negative, not covered heretofore. (If you desire to emphasize some of your previous responses, please do so in this space.)

PART B

PSYCHOLOGY MAJORS

COMPETENCIES RELATED TO TEACHING IN THIS FIELD

NEED
not applicable
not needed
little
moderate
extensive
1 2 3 4 5

USE DURING THE YEAR
0-20%
21-40%
41-60%
61-80%
81-100%
1 2 3 4 5

WHERE DEVELOPED
not developed
developed at BGSU
work experience
in-service
independent study
1 2 3 4 5

PROFICIENCY
not proficient
limited proficiency
adequate proficiency
more than adequate
extensive proficiency
1 2 3 4 5

NEED	USE DURING THE YEAR	COMPETENCIES RELATED TO TEACHING IN THIS FIELD	WHERE DEVELOPED	PROFICIENCY
1 2 3 4 5	1 2 3 4 5	1. Ability to communicate the power and limitations of the scientific method in studying behavior, especially human behavior.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	2. Knowledge of the design of unconfounded behavioral research.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	3. Ability to identify sources of confounding in behavioral research, especially as proposed by naive students.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	4. Ability to conduct classroom demonstrations of psychological phenomena.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	5. Ability to facilitate student research projects of psychological phenomena on a near-zero budget.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	6. Knowledge in statistical analysis of observational data, and in drawing inferences therefrom.	1 2 3 4 5	1 2 3 4 5

PART B

PSYCHOLOGY MAJORS
(CONT'D)

NEED
not applicable
not needed
little
moderate
extensive

USE DURING THE YEAR
0-20%
21-40%
41-60%
61-80%
81-100%

PROFICIENCY
extensive proficiency
more than adequate
adequate proficiency
limited proficiency
not proficient

WHERE DEVELOPED
independent study
in-service
work experience
developed at BGSU
not developed

NEED	USE DURING THE YEAR		WHERE DEVELOPED	PROFICIENCY
1 2 3 4 5	1 2 3 4 5		1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	7. Ability to statistically analyze experimental data, and draw inferences therefrom.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	8. Ability to assist others in developing study skills.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	9. Ability to communicate current understanding of abnormal behavior.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	10. Ability to communicate understanding of traditional personality theories and current critiques of those theories.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	11. Ability to communicate understanding of traditional learning theories, and current evaluation of those theories.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	12. Ability to communicate current knowledge about social psychological forces operating in society.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	13. Knowledge of the current laboratory research in social psychology.	1 2 3 4 5	1 2 3 4 5

PART B

PSYCHOLOGY MAJORS
(CONT'D)

NEED
not applicable
not needed
little
moderate
extensive

USE DURING THE YEAR
0-20%
21-40%
41-60%
61-80%
81-100%

PROFICIENCY
extensive proficiency
more than adequate
adequate proficiency
limited proficiency
not proficient

WHERE DEVELOPED
independent study
in-service
work experience
developed at BGSU
not developed

NEED	USE DURING THE YEAR		WHERE DEVELOPED	PROFICIENCY
1 2 3 4 5	1 2 3 4 5		1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	14. Ability to interpret standardized psychological tests.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	15. Ability to relate psychological knowledge to other areas of human knowledge.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	16. Ability to make ethical judgments concerning psychological issues.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	17. Ability to appreciate one's own limitations, e.g., that the secondary psychology teacher is not a clinical psychologist.	1 2 3 4 5	1 2 3 4 5

PART B

PSYCHOLOGY MAJORS
(CONT'D)

18. What was the degree to which your student teaching experiences contributed to your overall professional growth and development?

High 5	4	3	2	Low 1
☐	☐	☐	☐	☐

19. What was the influence of the general preparation obtained from your student teaching experience upon your later performance as a teacher?

High and positive 5	4	3	2	Low and neutral 1
☐	☐	☐	☐	☐

20. Please list specific suggestions for curriculum improvement in your major area of preparation that you think would be beneficial to pre-service teachers.

____

____

____

21. Please list any other aspect of your teacher education preparation, positive or negative, not covered heretofore. (If you desire to emphasize some of your previous responses, please do so in this space.)

____

____

____

PART B

ROMANCE LANGUAGE MAJORS

COMPETENCIES RELATED TO TEACHING IN THIS FIELD

NEED
not applicable
not needed
little
moderate
extensive
1 2 3 4 5

USE DURING THE YEAR
0-20%
21-40%
41-60%
61-80%
81-100%
1 2 3 4 5

WHERE DEVELOPED
independent study
in-service
work experience
developed at BGSU
not developed
1 2 3 4 5

PROFICIENCY
extensive proficiency
more than adequate
adequate proficiency
limited proficiency
not proficient
1 2 3 4 5

NEED	USE DURING THE YEAR	COMPETENCIES RELATED TO TEACHING IN THIS FIELD	WHERE DEVELOPED	PROFICIENCY
1 2 3 4 5	1 2 3 4 5	1. Knowledge of descriptive and comparative linguistics.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	2. Knowledge of the phonology and structure of the language to be taught and their relationship to English.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	3. Ability to demonstrate acceptable pronunciation and intonation of the language, inoffensive to native ears.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	4. Knowledge of second language learning theory and teaching strategies.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	5. Ability to teach the four skills of listening, speaking, reading and writing in a linguistic approach which takes into account the cognitive and affective aspects of language teaching.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	6. Knowledge of the culture related to the language you teach: history, geography, literature, the arts, social institutions and customs.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	7. Ability to use audio-visual equipment effectively, including the language laboratory.	1 2 3 4 5	1 2 3 4 5

PART B

ROMANCE LANGUAGE MAJORS
(CONT'D)

NEED
- not applicable
- not needed
- little
- moderate
- extensive

USE DURING THE YEAR
- 0-20%
- 21-40%
- 41-60%
- 61-80%
- 81-100%

PROFICIENCY
- extensive proficiency
- more than adequate
- adequate proficiency
- limited proficiency
- not proficient

WHERE DEVELOPED
- independent study
- in-service
- work experience
- developed at BGSU
- not developed

NEED	USE DURING THE YEAR			WHERE DEVELOPED	PROFICIENCY
1 2 3 4 5	1 2 3 4 5			1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	8.	Ability to construct and use audio-visual aids and materials.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	9.	Ability to teach cultures and interpret them, particularly the foreign to the North American.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	10.	Knowledge of performance objectives and individualized instruction.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	11.	Knowledge of professional responsibility and the importance of the need to be active members in professional organizations.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	12.	Ability to identify one's own limitations and a willingness to improve by further study and travel abroad.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	13.	Knowledge of career opportunities in which foreign language skills can be useful.	1 2 3 4 5	1 2 3 4 5

PART B

ROMANCE LANGUAGE MAJORS
(CONT'D)

14. What was the degree to which your student teaching experiences contributed to your overall professional growth and development?

High 5	4	3	2	Low 1
☐	☐	☐	☐	☐

15. What was the influence of the general preparation obtained from your student teaching experience upon your later performance as a teacher?

High and positive 5	4	3	2	Low and neutral 1
☐	☐	☐	☐	☐

16. Please list specific suggestions for curriculum improvement in your major area of preparation that you think would be beneficial to pre-service teachers.

17. Please list any other aspects of your teacher education preparation, positive or negative, not covered heretofore. (If you desire to emphasize some of your previous responses, please do so in this space.)

PART B

SCIENCE EDUCATION MAJORS

COMPETENCIES RELATED TO TEACHING IN THIS FIELD

NEED
not applicable
not needed
little
moderate
extensive

USE DURING THE YEAR
0-20%
21-40%
41-60%
61-80%
81-100%

PROFICIENCY
extensive proficiency
more than adequate
adequate proficiency
limited proficiency
not proficient

WHERE DEVELOPED
independent study
in-service
work experience
developed at BGSU
not developed

NEED	USE DURING THE YEAR			WHERE DEVELOPED	PROFICIENCY
1 2 3 4 5	1 2 3 4 5			1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	1.	Ability to formulate in writing acceptable statements regarding the purpose for the teaching of science in the secondary school.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	2.	Ability to demonstrate the teaching of science which encourages inquiry by pupils.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	3.	Ability to demonstrate the utilization of both the process and products of inquiry in teaching.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	4.	Ability to be able to plan and use appropriate classroom management techniques; e.g., laboratory planning, student activities, daily and extended lesson plans.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	5.	Knowledge of the source and use of printed materials for references and supplementary use.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	6.	Ability to design, equip, and manage the science laboratory.	1 2 3 4 5	1 2 3 4 5

PART B

SCIENCE EDUCATION MAJORS (CONT'D)

NEED
not applicable
not needed
little
moderate
extensive

USE DURING THE YEAR
0-20%
21-40%
41-60%
61-80%
81-100%

PROFICIENCY
extensive proficiency
more than adequate
adequate proficiency
limited proficiency
not proficient

WHERE DEVELOPED
independent study
in-service
work experience
developed at BGSU
not developed

NEED	USE DURING THE YEAR		WHERE DEVELOPED	PROFICIENCY
1 2 3 4 5	1 2 3 4 5		1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	7. Knowledge about student characteristics and levels of readiness which indicate appropriateness of teaching styles.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	8. Knowledge of the range of teaching styles and models as they apply to science today.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	9. Knowledge of the subject matter in a chosen field.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	10. Ability to utilize techniques which motivate students to become involved in open ended science projects.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	11. Knowledge of the new science programs, and their rationale.	1 2 3 4 5	1 2 3 4 5

PART B

SCIENCE EDUCATION MAJORS
(CONT'D)

12. What was the degree to which your student teaching experiences contributed to your overall professional growth and development?

High 5	4	3	2	Low 1
☐	☐	☐	☐	☐

13. What was the influence of the general preparation obtained from your student teaching experience upon your later performance as a teacher?

High and positive 5	4	3	2	Low and neutral 1
☐	☐	☐	☐	☐

14. Please list specific suggestions for curriculum improvement in your major area of preparation that you think would be beneficial to pre-service teachers.

15. Please list any other aspect of your teacher education preparation, positive or negative, not covered heretofore. (If you desire to emphasize some of your previous responses, please do so in this space.)

NEED
not applicable
not needed
little
moderate
extensive

USE DURING THE YEAR
0-20%
21-40%
41-60%
61-80%
81-100%

PART B

SECONDARY SCHOOL PHYSICAL EDUCATION
WOMEN

(FORMERLY DESIGNATED WHPE)

COMPETENCIES RELATED TO TEACHING IN THIS FIELD

PROFICIENCY
extensive proficiency
more than adequate
adequate proficiency
limited proficiency
not proficient

WHERE DEVELOPED
independent study
in-service
work experience
developed at BGSU
not developed

NEED	USE DURING THE YEAR	COMPETENCIES RELATED TO TEACHING IN THIS FIELD	WHERE DEVELOPED	PROFICIENCY
1 2 3 4 5	1 2 3 4 5		1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	1. Ability to accurately describe basic skills indigenous to activities included in physical education programs.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	2. Ability to perform with good technique basic beginning level skills indigenous to physical education programs.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	3. Ability to establish performance goals appropriate for the age/ability levels of students.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	4. Ability to use appropriate skill-learning progressions and practice situations.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	5. Ability to analyze and identify an individual's performance and provide pertinent suggestions.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	6. Ability to demonstrate various supportive techniques to create an open learning atmosphere, e.g., verbal and nonverbal communications.	1 2 3 4 5	1 2 3 4 5

268

269

PART B

SECONDARY SCHOOL PHYSICAL EDUCATION
WOMEN
(CONT'D)

NEED
not applicable
not needed
little
moderate
extensive

USE DURING THE YEAR
0-20%
21-40%
41-60%
61-80%
81-100%

PROFICIENCY
extensive proficiency
more than adequate
adequate proficiency
limited proficiency
not proficient

WHERE DEVELOPED
independent study
in-service
work experience
developed at BGSU
not developed

NEED 1 2 3 4 5	USE DURING THE YEAR 1 2 3 4 5		WHERE DEVELOPED 1 2 3 4 5	PROFICIENCY 1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	7. Ability to individualize programs for students with handicaps or medical problems.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	8. Ability to use and instruct students in basic safety procedures.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	9. Ability to exhibit knowledge of official rules and modify these when necessary.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	10. Ability to organize and administer aspects of the physical educator's responsibility, relating to physical education classes, e.g., equipment care and repair, locker rooms, etc.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	11. Ability to organize and administer aspects of the physical educator's responsibility to intramural programs.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	12. Ability to organize and administer aspects of the physical educator's responsibility of coaching the interscholastic programs.	1 2 3 4 5	1 2 3 4 5

PART B

SECONDARY SCHOOL PHYSICAL EDUCATION
WOMEN
(CONT'D)

13. What was the degree to which your student teaching experiences contributed to your overall professional growth and development?

High				Low
5	4	3	2	1
☐	☐	☐	☐	☐

14. What was the influence of the general preparation obtained from your student teaching experience upon your later performance as a teacher?

High and positive				Low and neutral
5	4	3	2	1
☐	☐	☐	☐	☐

15. Please list specific suggestions for curriculum improvement in your major area of preparation that you think would be beneficial to pre-service teachers. *See below

____

____

____

*Point of Information for our "older" graduates: September 1972 saw the inception of three new programs in Physical Education and Recreation (renamed on basis of program designs):

- Physical Education
  - concentration in Secondary (new curriculum)
  - concentration in Elementary (new curriculum)
- Recreation (new curriculum) - non-certified program

PART B

SECONDARY SCHOOL PHYSICAL EDUCATION
WOMEN
(CONT'D)

16. Please list any other aspect of your teacher education preparation, positive or negative, not covered heretofore. (If you desire to emphasize some of your previous responses, please do so in this space.)

____

____

____

274 275

PART B

SOCIAL STUDIES MAJORS

COMPETENCIES RELATED TO TEACHING IN THIS FIELD

NEED
not applicable
not needed
little
moderate
extensive
1 2 3 4 5

USE DURING THE YEAR
0-20%
21-40%
41-60%
61-80%
81-100%
1 2 3 4 5

WHERE DEVELOPED
independent study
in-service
work experience
developed at BGSU
not developed
1 2 3 4 5

PROFICIENCY
extensive proficiency
more than adequate
adequate proficiency
limited proficiency
not proficient
1 2 3 4 5

NEED	USE DURING THE YEAR	COMPETENCIES RELATED TO TEACHING IN THIS FIELD	WHERE DEVELOPED	PROFICIENCY
1 2 3 4 5	1 2 3 4 5	1. Ability to identify social problems and apply various social science concepts which would aid in the understanding of such problems.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	2. Ability to develop relevant objectives cooperatively with the students.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	3. Ability to plan meaningful learning experiences which center around contemporary social issues.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	4. Ability to maintain an open, questioning classroom atmosphere.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	5. Ability to utilize effective questioning techniques which lead the student to become involved in higher levels of thinking.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	6. Ability to write lesson and unit plans which incorporate a variety of teaching techniques.	1 2 3 4 5	1 2 3 4 5

PART B

SOCIAL STUDIES MAJORS
(CONT'D)

NEED
not applicable
not needed
little
moderate
extensive
1 2 3 4 5

USE DURING THE YEAR
0-20%
21-40%
41-60%
61-80%
81-100%
1 2 3 4 5

WHERE DEVELOPED
independent study
in-service
work experience
developed at BGSU
not developed
1 2 3 4 5

PROFICIENCY
extensive proficiency
more than adequate
adequate proficiency
limited proficiency
not proficient
1 2 3 4 5

NEED	USE DURING THE YEAR		WHERE DEVELOPED	PROFICIENCY
1 2 3 4 5	1 2 3 4 5	7. Knowledge of various new social studies materials and projects.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	8. Ability to use various active teaching techniques, such as simulations and role playing.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	9. Knowledge of the method of inquiry and how to incorporate it in the classroom.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	10. Knowledge of various traditions in social studies education.	1 2 3 4 5	1 2 3 4 5

PART B

SOCIAL STUDIES MAJORS
(CONT'D)

11. What was the degree to which your student teaching experiences contributed to your overall professional growth and development?

High				Low
5	4	3	2	1
☐	☐	☐	☐	☐

12. What was the influence of the general preparation obtained from your student teaching experience upon your later performance as a teacher?

High and positive				Low and neutral
5	4	3	2	1
☐	☐	☐	☐	☐

13. Please list specific suggestions for curriculum improvement in your major area of preparation that you think would be beneficial to pre-service teachers.

14. Please list any other aspect of your teacher education preparation, positive or negative, not covered heretofore. (If you desire to emphasize some of your previous responses, please do so in this space.)

NEED
not applicable
not needed
little
moderate
extensive

USE DURING THE YEAR
0-20%
21-40%
41-60%
61-80%
81-100%

1 2 3 4 5 1 2 3 4 5

PART B

SOCIOLOGY MAJORS

COMPETENCIES RELATED TO TEACHING IN THIS FIELD

PROFICIENCY
extensive proficiency
more than adequate
adequate proficiency
limited proficiency
not proficient

WHERE DEVELOPED
independent study
in-service
work experience
developed at BGSU
not developed

1 2 3 4 5 1 2 3 4 5

1 2 3 4 5	1 2 3 4 5	1.	Ability to explain, discuss and examine sociology as the social science which studies group relationships, including group types and differences between mechanical and organic societies.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	2.	Ability to explain sociological research and guide students in appropriate original inquiry, e.g., class study, polls, survey.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	3.	Ability to discuss and example social stratification and mobility in the U.S. and world.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	4.	Ability to discuss minority/ethnic/sex groupings and their significance for people's behavior.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	5.	Ability to discuss and example social change, e.g., attitudes toward divorce, religious attitudes, political and educational institutions.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	6.	Ability to discuss and example family forms and social settings.	1 2 3 4 5	1 2 3 4 5

PART B

SOCIOLOGY MAJORS
(CONT'D)

NEED
not applicable
not needed
little
moderate
extensive

USE DURING THE YEAR
0-20%
21-40%
41-60%
61-80%
81-100%

PROFICIENCY
extensive proficiency
more than adequate
adequate proficiency
limited proficiency
not proficient

WHERE DEVELOPED
independent study
in-service
work experience
developed at BGSU
not developed

NEED	USE DURING THE YEAR		WHERE DEVELOPED	PROFICIENCY
1 2 3 4 5	1 2 3 4 5		1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	7. Ability to compare and contrast function and conflict as ways to analyze societies.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	8. Ability to discuss cities, urbanization and rural-urban imigration.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	9. Ability to discuss and lay a basis for understanding the social world of delinquents and criminals.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	10. Ability to discuss the fundamental importance of social organization.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	11. Ability to discuss status/roles, using the changing roles of women as an example.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	12. Ability to discuss population studies and statistics, focusing on some aspect, e.g., changing family size.	1 2 3 4 5	1 2 3 4 5

PART B

SOCIOLOGY MAJORS
(CONT'D)

NEED
1 not applicable
2 not needed
3 little
4 moderate
5 extensive

USE DURING THE YEAR
1 0-20%
2 21-40%
3 41-60%
4 61-80%
5 81-100%

WHERE DEVELOPED
1 not developed
2 developed at BGSU
3 work experience
4 in-service
5 independent study

PROFICIENCY
1 not proficient
2 limited proficiency
3 adequate proficiency
4 more than adequate
5 extensive proficiency

NEED	USE DURING THE YEAR		WHERE DEVELOPED	PROFICIENCY
1 2 3 4 5	1 2 3 4 5		1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	13. Ability to introduce some cross-cultural discussion, e.g., contemporary Chinese society.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	14. Ability to lead a class in a study of perceptions, stereotyping and prejudice.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	15. Ability to set forth major aspects of the socialization process including parents, formal education, peer groups, and others.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	16. Ability to discuss different perspectives on the "basic nature" of man, with a view to illuminating the social nature of man.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	17. Ability to distinguish between types of groups and group relationships e.g., formal-informal, mechanical-organic, rural-urban, etc.	1 2 3 4 5	1 2 3 4 5

PART B

SOCIOLOGY MAJORS
(CONT'D)

18. What was the degree to which your student teaching experiences contributed to your overall professional growth and development?

High 5	4	3	2	Low 1
☐	☐	☐	☐	☐

19. What was the influence of the general preparation obtained from your student teaching experience upon your later performance as a teacher?

High and positive 5	4	3	2	Low and neutral 1
☐	☐	☐	☐	☐

20. Please list specific suggestions for curriculum improvement in your major area of preparation that you think would be beneficial to pre-service teachers.

21. Please list any other aspect of your teacher education preparation, positive or negative, not covered heretofore. (If you desire to emphasize some of your previous responses, please do so in this space.)

PART B

SPECIAL EDUCATION MAJORS

COMPETENCIES RELATED TO TEACHING IN THIS FIELD

NEED
not applicable
not needed
little
moderate
extensive
1 2 3 4 5

USE DURING THE YEAR
0-20%
21-40%
41-60%
61-80%
81-100%
1 2 3 4 5

PROFICIENCY
extensive proficiency
more than adequate
adequate proficiency
limited proficiency
not proficient
1 2 3 4 5

WHERE DEVELOPED
independent study
in-service
work experience
developed at BGSU
not developed
1 2 3 4 5

NEED	USE DURING THE YEAR	COMPETENCIES RELATED TO TEACHING IN THIS FIELD	WHERE DEVELOPED	PROFICIENCY
1 2 3 4 5	1 2 3 4 5	1. Ability to develop specific classroom objectives.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	2. Ability to plan classroom instructional techniques.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	3. Ability to develop instructional materials.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	4. Ability to involve other teacher personnel.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	5. Ability to present individual, small group, and large group instruction.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	6. Ability to apply motivational and reinforcement techniques.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	7. Ability employ observational questioning techniques.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	8. Ability to utilize instructional aids.	1 2 3 4 5	1 2 3 4 5

PART B

SPECIAL EDUCATION MAJORS
(CONT'D)

NEED
not applicable
not needed
little
moderate
extensive

USE DURING THE YEAR
0-20%
21-40%
41-60%
61-80%
81-100%

PROFICIENCY
extensive proficiency
more than adequate
adequate proficiency
limited proficiency
not proficient

WHERE DEVELOPED
independent study
in-service
work experience
developed at BGSU
not developed

NEED	USE DURING THE YEAR		WHERE DEVELOPED	PROFICIENCY
1 2 3 4 5	1 2 3 4 5		1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	9. Ability to select and develop pupil evaluation measures.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	10. Ability to interpret evaluation data.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	11. Ability to profile pupil needs.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	12. Ability to correlate identified pupil need with instructional strategies.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	13. Ability to communicate with parents.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	14. Ability to interact with students.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	15. Ability to interact with other professionals.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	16. Ability to administer and interpret formal reading diagnostic tests for groups.	1 2 3 4 5	1 2 3 4 5

PART B

SPECIAL EDUCATION MAJORS (CONT'D)

NEED
not applicable
not needed
little
moderate
extensive
1 2 3 4 5

USE DURING THE YEAR
0-20%
21-40%
41-60%
61-80%
81-100%
1 2 3 4 5

PROFICIENCY
extensive proficiency
more than adequate
adequate proficiency
limited proficiency
not proficient
1 2 3 4 5

WHERE DEVELOPED
independent study
in-service
work experience
developed at BGSU
not developed
1 2 3 4 5

NEED	USE DURING THE YEAR			WHERE DEVELOPED	PROFICIENCY
1 2 3 4 5	1 2 3 4 5	17.	Ability to administer and interpret formal individual reading diagnostic tests and inventories.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	18.	Ability to administer and interpret a phonics or word attack skills test.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	19.	Ability to administer and interpret a word recognition test.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	20.	Ability to determine a readability level and vocabulary level using various formulas or other sources.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	21.	Ability to develop my own diagnostic reading battery for use in a resource room or classroom.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	22.	Ability to develop a teacher-made auditory crimination test or device.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	23.	Ability to administer and interpret a visual discrimination test such as the VMI, FROSTIG, SLINGERLAND, PARTS OF THE ITPA, etc.	1 2 3 4 5	1 2 3 4 5

PART B

SPECIAL EDUCATION MAJORS
(CONT'D)

NEED
not applicable
not needed
little
moderate
extensive
1 2 3 4 5

USE DURING THE YEAR
0-20%
21-40%
41-60%
61-80%
81-100%
1 2 3 4 5

PROFICIENCY
extensive proficiency
more than adequate
adequate proficiency
limited proficiency
not proficient
1 2 3 4 5

WHERE DEVELOPED
independent study
in-service
work experience
developed at BGSU
not developed
1 2 3 4 5

NEED	USE DURING THE YEAR		WHERE DEVELOPED	PROFICIENCY
1 2 3 4 5	1 2 3 4 5	24. Ability to develop a teacher-made visual-perception test.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	25. Ability to develop a teacher-made test dealing with kinesthetic behavior (modality).	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	26. Ability to develop a teacher-made perceptual motor battery.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	27. Ability to interpret results from group intelligence tests such as OTIS, KUHLMAN-ANDERSON, STANFORD, ETC.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	28. Ability to interpret Piagean stages regarding language, math, moral development.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	29. Ability to develop my own developmental battery to assess language processes.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	30. Ability to administer and interpret group achievement tests such as the WRAT, STANFORD, CALIFORNIA, METROPOLITAN, ETC.	1 2 3 4 5	1 2 3 4 5

PART B

SPECIAL EDUCATION MAJORS
(CONT'D)

NEED
not applicable
not needed
little
moderate
extensive

USE DURING THE YEAR
0-20%
21-40%
41-60%
61-80%
81-100%

PROFICIENCY
extensive proficiency
more than adequate
adequate proficiency
limited proficiency
not proficient

WHERE DEVELOPED
independent study
in-service
work experience
developed at BGSU
not developed

1 2 3 4 5	1 2 3 4 5		1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	31. Ability to administer and interpret an individual math test such as the KEY MATH, ETC.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	32. Ability to develop an informal math inventory.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	33. Ability to assess spelling and writing skills.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	34. Ability to develop an informal writing and spelling test.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	35. Ability to develop my own profile and then determine the learning style of the child from the previous diagnostic items.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	36. Ability to use perceptual-motor curricular materials and programs.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	37. Ability to use visual-motor materials.	1 2 3 4 5	1 2 3 4 5

PART B

SPECIAL EDUCATION MAJORS

NEED
not applicable
not needed
little
moderate
extensive
1 2 3 4 5

USE DURING THE YEAR
0-20%
21-40%
41-60%
61-80%
81-100%
1 2 3 4 5

PROFICIENCY
extensive proficiency
more than adequate
adequate proficiency
limited proficiency
not proficient
1 2 3 4 5

WHERE DEVELOPED
independent study
in-service
work experience
developed at BGSU
not developed
1 2 3 4 5

1 2 3 4 5	1 2 3 4 5	38. Ability to use auditory-development materials.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	39. Ability to use a variety of reading approaches and materials.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	40. Ability to use math approaches and materials such as: Basal, Cuisenaire, Stern, and Nuffield.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	41. Ability to implement language development programs such as Peabody.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	42. Ability to administer and interpret a sociogram or similar instrument to determine specific children's social status amongst their classroom peers.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	43. Ability to observe children's behavior and then analyze aspects of their behavior from a "reinforcement theory" point of view.	1 2 3 4 5	1 2 3 4 5

PART B

SPECIAL EDUCATION MAJORS (CONT'D)

NEED
1 not applicable
2 not needed
3 little
4 moderate
5 extensive

USE DURING THE YEAR
1 0-20%
2 21-40%
3 41-60%
4 61-80%
5 81-100%

WHERE DEVELOPED
1 not developed
2 developed at BGSU
3 work experience
4 in-service
5 independent study

PROFICIENCY
1 not proficient
2 limited proficiency
3 adequate proficiency
4 more than adequate
5 extensive proficiency

NEED	USE DURING THE YEAR			WHERE DEVELOPED	PROFICIENCY
1 2 3 4 5	1 2 3 4 5			1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	44.	Ability to begin to identify why a child is swearing at me instead of simply trying to punish him for this behavior.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	45.	Ability to design and implement a "cross-age-teaching program" where older or more highly skilled children teach younger or less highly skilled children.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	46.	Ability to design and implement a behavior modification program for one child or a group of children that is designed to increase the work output (amount of material) a child may complete in a specific time period.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	47.	Ability to design and implement a behavior modification program to increase specific interpersonal behaviors of children (e.g., sharing, listening to others).	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	48.	Ability to use role playing activities to increase children's awareness of feelings and to increase awareness of how their own behavior influences other children and adults.	1 2 3 4 5	1 2 3 4 5

PART B

SPECIAL EDUCATION MAJORS
(CONT'D)

NEED
not applicable
not needed
little
moderate
extensive

USE DURING THE YEAR
0-20%
21-40%
41-60%
61-80%
81-100%

PROFICIENCY
extensive proficiency
more than adequate
adequate proficiency
limited proficiency
not proficient

WHERE DEVELOPED
independent study
in-service
work experience
developed at BGSU
not developed

NEED	USE DURING THE YEAR		WHERE DEVELOPED	PROFICIENCY
1 2 3 4 5	1 2 3 4 5		1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	49. Ability to use role-playing to help children practice alternative ways of behaving in specific interpersonal situations.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	50. Ability to conduct information problem-solving discussions with children designed to help them learn alternative ways of behaving in specific interpersonal situations.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	51. Ability to use principles of behavior rehearsal (systematic role playing) to help children learn more effective ways of participating in class or group discussions.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	52. Ability to help children establish "contracts" regarding their classroom behavior.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	53. Ability to involve "better-behaving" peers in constructive activities designed to positively influence the behavior of "less-well-behaving" children.	1 2 3 4 5	1 2 3 4 5

NEED
not applicable
not needed
little
moderate
extensive
1 2 3 4 5

USE DURING THE YEAR
0-20%
21-40%
41-60%
61-80%
81-100%
1 2 3 4 5

PART B

SPECIAL EDUCATION MAJORS (CONT'D)

WHERE DEVELOPED
independent study
in-service
work experience
developed at BGSU
not developed
1 2 3 4 5

PROFICIENCY
extensive proficiency
more than adequate
adequate proficiency
limited proficiency
not proficient
1 2 3 4 5

1 2 3 4 5	1 2 3 4 5	54. Ability to use various "awareness" training activities to help groups of children develop better group interaction skills.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	55. Ability to establish a highly structured learning situation for a child with a low attention span.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	56. Ability to design an "engineered classroom" with various learning stations and reward centers.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	57. Ability to assess the social-emotional growth or progress of children in clear, behavioral terms.	1 2 3 4 5	1 2 3 4 5

PART B

SPECIAL EDUCATION MAJORS
(CONT'D)

58. What was the degree to which your pre-student teaching field experiences contributed to your overall professional growth and development?

59. What was the degree to which your student teaching experiences contributed to your overall professional growth and development?

High 5	4	3	2	Low 1
☐	☐	☐	☐	☐

60. What was the influence of the general preparation obtained from your student teaching experience upon your later performance as a teacher?

High and positive 5	4	3	2	Low and neutral 1
☐	☐	☐	☐	☐

PART B

SPECIAL EDUCATION MAJORS
(CONT'D)

61. Please list specific suggestions for curriculum improvement in your major area of preparation that you think would be beneficial to pre-service teachers.

62. Please list any other aspect of your teacher education preparation, positive or negative, not covered heretofore. (If you desire to emphasize some of your previous responses, please do so in this space.)

PART B

SPEECH MAJORS

COMPETENCIES RELATED TO TEACHING IN THIS FIELD

NEED
not applicable
not needed
little
moderate
extensive

USE DURING THE YEAR
0-20%
21-40%
41-60%
61-80%
81-100%

PROFICIENCY
extensive proficiency
more than adequate
adequate proficiency
limited proficiency
not proficient

WHERE DEVELOPED
independent study
in-service
work experience
developed at BGSU
not developed

NEED	USE DURING THE YEAR	COMPETENCIES RELATED TO TEACHING IN THIS FIELD	WHERE DEVELOPED	PROFICIENCY
1 2 3 4 5	1 2 3 4 5		1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	1. Knowledge of professional speech/drama publications, resource material and supplies, and professional organizations.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	2. Ability to serve as a model in demonstrating successful communication skills applicable to specific situations.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	3. Knowledge of all areas of speech communications.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	4. Ability to assume the role of a facilitator in the teaching situation.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	5. Ability to consistently show effective use and presentation of basic mechanical skills.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	6. Ability to coach competitive debate and individual events in O.H.S.S.L. and N.F.L.	1 2 3 4 5	1 2 3 4 5

PART B

SPEECH MAJORS
(CONT'D)

NEED
1 not applicable
2 not needed
3 little
4 moderate
5 extensive

USE DURING THE YEAR
1 0-20%
2 21-40%
3 41-60%
4 61-80%
5 81-100%

WHERE DEVELOPED
1 not developed
2 developed at BGSU
3 work experience
4 in-service
5 independent study

PROFICIENCY
1 not proficient
2 limited proficiency
3 adequate proficiency
4 more than adequate
5 extensive proficiency

NEED	USE DURING THE YEAR			WHERE DEVELOPED	PROFICIENCY
1 2 3 4 5	1 2 3 4 5			1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	7.	Knowledge of production/direction of theatre performances.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	8.	Ability to show evidence of having developed a philosophy of speech/communication and drama education.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	9.	Knowledge of theatrical literature and sources of plays, musicals and children's theatre.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	10.	Knowledge of the expanding nature of speech communications.	1 2 3 4 5	1 2 3 4 5

PART B

SPEECH MAJORS
(CONT'D)

11. What was the degree to which your student teaching experiences contributed to your overall professional growth and development?

High 5	4	3	2	Low 1
☐	☐	☐	☐	☐

12. What was the influence of the general preparation obtained from your student teaching experience upon your later performance as a teacher?

High and positive 5	4	3	2	Low and neutral 1
☐	☐	☐	☐	☐

13. Please list specific suggestions for curriculum improvement in your major area of preparation that you think would be beneficial to pre-service teachers.

14. Please list any other aspect of your teacher education preparation, positive or negative, not covered heretofore. (If you desire to emphasize some of your previous responses, please do so in this space.)

PART B

SPEECH PATHOLOGY AND AUDIOLOGY MAJORS

COMPETENCIES RELATED TO TEACHING IN THIS FIELD

NEED
1 not applicable
2 not needed
3 little
4 moderate
5 extensive

USE DURING THE YEAR
1 0-20%
2 21-40%
3 41-60%
4 61-80%
5 81-100%

WHERE DEVELOPED
1 not developed
2 developed at BGSU
3 work experience
4 in-service
5 independent study

PROFICIENCY
1 not proficient
2 limited proficiency
3 adequate proficiency
4 more than adequate
5 extensive proficiency

NEED	USE DURING THE YEAR	COMPETENCIES RELATED TO TEACHING IN THIS FIELD	WHERE DEVELOPED	PROFICIENCY
1 2 3 4 5	1 2 3 4 5		1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	1. Knowledge of "normal" speech, language, and hearing development.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	2. Knowledge of current diagnostic tools and tests and ability in appropriately administering them.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	3. Ability to accurately interpret the results of both standardized tests and informal tests.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	4. Ability to utilize past information, when appropriate, to accurately assess client's problems.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	5. Ability to carry out speech and/or hearing screening programs.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	6. Ability to employ necessary skills, both theoretical and practical (clinical), to effectively carry through case management.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	7. Knowledge of resource materials and supplies available.	1 2 3 4 5	1 2 3 4 5

NEED
not applicable
not needed
little
moderate
extensive
USE DURING THE YEAR
0-20%
21-40%
41-60%
61-80%
81-100%
1 2 3 4 5 1 2 3 4 5

PART B

SPEECH PATHOLOGY AND AUDIOLOGY
MAJORS
(CONT'D)

PROFICIENCY
extensive proficiency
more than adequate
adequate proficiency
limited proficiency
not proficient
WHERE DEVELOPED
independent study
in-service
work experience
developed at BGSU
not developed
1 2 3 4 5 1 2 3 4 5

1 2 3 4 5	1 2 3 4 5	8.	Ability to create materials and supplies when necessary.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	9.	Ability to establish short term and long term goals for the client.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	10.	Ability to write lesson plans that are consistent with established goals.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	11.	Ability to determine therapeutic procedures as a result of setting appropriate goals.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	12.	Ability to meet individual needs while doing group therapy.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	13.	Ability to objectively evaluate both the client's progress in therapy and the clinician's role in helping the client achieve progress.	1 2 3 4 5	1 2 3 4 5

PART B

SPEECH PATHOLOGY AND AUDIOLOGY MAJORS (CONT'D)

NEED
not applicable
not needed
little
moderate
extensive

USE DURING THE YEAR
0-20%
21-40%
41-60%
61-80%
81-100%

PROFICIENCY
extensive proficiency
more than adequate
adequate proficiency
limited proficiency
not proficient

WHERE DEVELOPED
independent study
in-service
work experience
developed at BGSU
not developed

1 2 3 4 5	1 2 3 4 5		1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	14. Ability to understand and carry through with appropriate recommendations from other referral agencies.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	15. Ability to know when and how to refer to other professional agencies.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	16. Ability to work with classroom teachers in helping the speech and hearing handicapped child, providing in-service training when necessary.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	17. Ability to keep accurate and up-to-date records.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	18. Ability to write reports that are understood by other professionals as well as ability to write reports that must be understood by laymen.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	19. Knowledge of professional publications and professional organizations.	1 2 3 4 5	1 2 3 4 5

PART B

SPEECH PATHOLOGY AND AUDIOLOGY MAJORS
(CONT'D)

NEED
1 not applicable
2 not needed
3 little
4 moderate
5 extensive

USE DURING THE YEAR
1 0-20%
2 21-40%
3 41-60%
4 61-80%
5 81-100%

WHERE DEVELOPED
1 not developed
2 developed at BGSU
3 work experience
4 in-service
5 independent study

PROFICIENCY
1 not proficient
2 limited proficiency
3 adequate proficiency
4 more than adequate
5 extensive proficiency

NEED	USE DURING THE YEAR		WHERE DEVELOPED	PROFICIENCY
1 2 3 4 5	1 2 3 4 5		1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	20. Ability to keep professional confidences.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	21. Ability to identify research needs.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	22. Ability to set up a speech and hearing program in the public schools.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	23. Knowledge of the various "delivering of service" systems for the public schools.	1 2 3 4 5	1 2 3 4 5

PART B

SPEECH PATHOLOGY AND AUDIOLOGY
(CONT'D)

24. What was the degree to which your student teaching experiences contributed to your overall professional growth and development?

High				Low
5	4	3	2	1
☐	☐	☐	☐	☐

25. What was the influence of the general preparation obtained from your student teaching experience upon your later performance as a teacher?

High and positive				Low and neutral
5	4	3	2	1
☐	☐	☐	☐	☐

26. Please list specific suggestions for curriculum improvement in your major area of preparation that you think would be beneficial to pre-service teachers.

27. Please list any other aspect of your teacher education preparation, positive or negative, not covered heretofore. (If you desire to emphasize some of your previous responses, please do so in this space.)

Bowling Green State University

College of Education
Office of Research and Services
Suite 455 Education Building
Bowling Green, Ohio 43403
(419) 372-0151
Ext. 274

October 6, 1975

TO: Principals of
BGSU Teacher Education Graduates

Dear Principal:

We are constantly asking ourselves, "How well have we prepared our graduates for teaching?" We need your help in arriving at an answer to this question.

According to records in the State of Ohio, Department of Education, (Miss, Mrs., Mr.) ____________________, a graduate of BGSU, is teaching under your supervision.

We are very much concerned about how well our graduates are guiding pupil growth. It is for this reason that we are respectfully asking you to take a few minutes to give us your honest reaction to questions posed on the accompanying questionnaire. All of these questions pertain to the teacher's effectiveness in the school situation. (If perhaps a supervisor or a department head is in a better position to respond, please forward the questionnaire to that person.) This questionnaire is being sent to a rather large sample of principals of our recent (1968-74) graduates who are teaching in the State of Ohio. After analyzing the responses and summarizing the comments, we will be in a better position than at the present time to make plans for improving our teacher education programs.

Please be assured that personal responses to this questionnaire will be held in confidence.

Needless to say, we do appreciate your cooperation in completing this questionnaire. You are assisting us in improving the quality of our teacher education programs.

Please return the completed questionnaire in the enclosed pre-addressed, postage-paid envelope.

With kindest regards,

Fred L. Pigge, Director
Educational Research & Services

FLP/ll
Enclosure

Note to readers: My advice in 1976 is for you to send this letter as well as the principal's questionnaire to the teacher. Ask her, if she is willing, to forward it to her principal for completion. Thus, there is no covert evaluation of a teacher.

F.L.P., 3/26/76

For each of the listed COMPETENCIES please indicate your estimates of the teacher's abilities by circling the appropriate number.

Need - Please indicate your estimate of the necessity for this competency in the teacher's position.

Proficiency - Please indicate your estimate of the teacher's proficiency level on each competency.

The need for this competency in the teacher's position:

No need
Limited, but some need
Average need
Above average need
Very extensive need
1 2 3 4 5

The teacher's proficiency in these competencies:

Not proficient
Limited proficiency
Average or adequate proficiency
Above average proficiency
Extensive proficiency
1 2 3 4 5

COMPETENCIES RELATED TO THE PRACTICE OF EDUCATION

The teacher:

1 2 3 4 5	1. Provides instruction leading to the different cognitive goals of acquisition, comprehension, and application of knowledge.	1 2 3 4 5
1 2 3 4 5	2. Individualizes instruction to meet the varying needs of students.	1 2 3 4 5
1 2 3 4 5	3. Maintains control of classroom activities.	1 2 3 4 5
1 2 3 4 5	4. Assists students in the development of self-discipline.	1 2 3 4 5
1 2 3 4 5	5. Motivates student achievement via modeling, reinforcement, provision of success experiences and appeal to student interests.	1 2 3 4 5
1 2 3 4 5	6. Encourages and facilitates the development of the students' social skills and enhanced self-concept.	1 2 3 4 5
1 2 3 4 5	7. Constructs behavioral performance objectives in subject matter field.	1 2 3 4 5

The need for this competency in the teacher's position:

No need
Limited, but some need
Average need
Above average need
Very extensive need
1 2 3 4 5

The teacher's proficiency in these competencies:

Not proficient
Limited proficiency
Average or adequate proficiency
Above average proficiency
Extensive proficiency
1 2 3 4 5

COMPETENCIES RELATED TO THE PRACTICE OF EDUCATION

The teacher:

1 2 3 4 5	8. Applies appropriate evaluative techniques for the systematic evaluation of pupil progress.	1 2 3 4 5
1 2 3 4 5	9. Continues to develop, clarify, and exemplify his/her own philosophy of education.	1 2 3 4 5
1 2 3 4 5	10. Communicates effectively with colleagues, principal, and other administrators.	1 2 3 4 5
1 2 3 4 5	11. Applies the major principles of school law to areas such as due process, contracts, certification, teacher liability, and corporal punishment.	1 2 3 4 5
1 2 3 4 5	12. Utilizes audio-visual aids and materials in teaching.	1 2 3 4 5
1 2 3 4 5	13. Initiates, innovates, and welcomes suggestions for improving instruction.	1 2 3 4 5
1 2 3 4 5	14. Demonstrates a positive attitude toward students and teaching.	1 2 3 4 5
1 2 3 4 5	15. Participates actively in developing improved educational programs and procedures.	1 2 3 4 5
1 2 3 4 5	16. Works effectively with educational specialists in behalf of individual students.	1 2 3 4 5

Considering total effectiveness in guiding pupil growth, I believe this teacher exhibits... 1 2 3 4 5

331

332

SPECIAL COMMENTS: (For example, visible strengths and/or weaknesses of teacher education preparation at BGSU)

APPENDIX D

Bowling Green State University

College of Education
Office of Research and Services
Suite 455 Education Building
Bowling Green, Ohio 43403
(419) 372-0151
Ext 274

November 3, 1977

TO: Recent Graduates
Bowling Green State University
College of Education

Dear Teacher Graduate:

We are constantly asking ourselves, "How well have we prepared our graduates for teaching?" "Just how valuable are some of the required courses?" "What do school principals think of our graduates?" Etc. Would you help us arrive at answers to these questions?

Please take a few minutes to give us your honest reaction to the questions posed on the enclosed questionnaire entitled: "An Appraisal of My Preparation as a Teacher..." This questionnaire is being sent to all the recent graduates who are teaching in the State of Ohio. (I realize the enclosed questionnaire is rather long, but a shorter one could well prove to be a waste of efforts.) After analyzing the responses and summarizing the comments, we will be in a better position than at the present time to make plans for improving our teacher education programs.

In addition to the white questionnaire, a pink questionnaire is enclosed for your principal to complete. Please scan the principal's questionnaire to determine if you object to any of the questions. If you have no objections to his completing the form, please transmit to him the "pink" questionnaire along with the pink copy of this cover letter and the return envelope. Please note that you are to fill in the five blanks at the top of the principal's checklist -- this in effect gives him permission to provide us the requested responses. If you object to the principal completing the questionnaire, discard the questionnaire and mark "No" in the proper space on your white questionnaire. We hope, however, that you can see fit to give the principal your permission to complete and return the "pink" questionnaire. Regardless, we certainly need you to complete the white colored questionnaire.

There are three primary reasons why the College of Education is conducting this follow-up evaluative endeavor:

1. We want to know your evaluative reactions to our courses, projects, and experiences. In other words, we desire to know what you think of the courses and programs in which we more or less forced you to enroll.

2. The responses, as a group, should suggest specific and worthwhile changes and revisions in our curriculum.

3. The State Department and various regional and national accrediting agencies strongly recommend that evaluative follow-up studies of past teacher education graduates be completed and the results utilized to promote better and stronger programs. These agencies also force us to gather data regarding how well our graduates are performing on the job -- thus the primary reasons why we are asking for data from your principal. (In other words, if we want to continue certifying teachers we must collect, analyze, report, and react to such data!)

Please be assured that your responses, as well as your principal's, will remain anonymous. Only summary tabulations by major/minor areas or other groupings will be presented to our faculty and to outside agencies. When your (and your principal's) responses have been coded onto computer cards, the original questionnaire(s) will be destroyed. At no time will names or personal responses be made public as to their origin.

Please return the completed questionnaire within 10 days of receipt in the enclosed pre-addressed postage paid envelope.

With sincere appreciation, I am

Sincerely yours,

Fred Pigge

Fred L. Pigge, Director
Educational Research and Services
College of Education

FLP:mjp

BEST COPY AVAILABLE

AN APPRAISAL OF MY PREPARATION AS A TEACHER AT BOWLING GREEN STATE UNIVERSITY

Name______________________________ Social Security Number______________

Undergraduate Major(s) ____________________Minor(s)____________________

Was Assigned To Do Student Teaching At ____________________________ School

This School Is Located In or Near ___________________________(Town or City)

Grades or Subjects Taught During Student Teaching___________________________

Grades or Subjects Taught This Year____

Employing School District____________________ Teaching at____________________ (Bldg.)

This Is a: City District _____ Exempted Village _____ County_____

Not Including the Present Year, How Many Years Have You Taught? _____yrs.

Year of B.S. Graduation from Bowling Green State University? _____?

Did you transmit the principal's questionnaire to your principal? _____yes _____no

Directions for completing the Questionnaire:

There are eight parts (A through I) to the questionnaire. For Part A, please indicate (1) your felt need (high to low) for the described competency, (2) how proficient you think you are in the area, and (3) the source that most contributed to your proficiency.

Please return the completed questionnaire, in the enclosed postage-paid envelope, by November 15, 1977 to:

Educational Research and Services
455 Education Building
College of Education
Bowling Green State University

Part A. Your Need for and Proficiency in Selected Competencies

General Education Competency Statements	Your Felt Need for this Competency					An Estimate of Your Classroom Proficiency In This Area					Which one of the below areas contributed most to your proficiency					
	High				Low	High				Low	Teaching experience	Work at BGSU	Inservice training	Independent study	Other ways and means	Not developed
	5	4	3	2	1	5	4	3	2	1						
1. Ability to demonstrate a positive attitude toward students and teaching.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
2. Ability to maintain order in a classroom and to assist students in the development of self-discipline.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
3. Ability to motivate student achievement via modeling, reinforcement, provision of success experiences, appeal to student interests, etc.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
4. Ability to apply appropriate evaluative techniques for the systematic evaluation of pupil progress.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
5. Ability to individualize instruction to meet the varying needs of students, via techniques such as mastery learning, alternative assignments, individual contracting, group work, etc.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
6. Ability to utilize audio-visual equipment and materials in teaching.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
7. Ability to prepare and develop lesson plans and teaching units.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
8. Ability to understand the behavior, actions, feelings, attitudes, mores, etc. of the pupils you teach.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
9. Ability to prepare teacher-made tests, and evaluate/report pupil progress.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
10. Ability to understand and utilize standardized tests.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
11. Ability to compare and contrast various philosophical viewpoints.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
12. Ability to encourage and facilitate the development of children's social skills and enhanced self concept.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
13. Ability to continue the development and clarification of your own philosophy of education.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
14. Ability to construct behavior/performance objectives in subject matter field.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
15. Ability to apply the major principles of school law to areas such as due process, contracts, certification, teacher liability and corporal punishment.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
16. Ability to utilize reading organization skills to divide a class into reading groups.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
17. Ability to choose from a broad knowledge of the ideas that have shaped our culture.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
18. Ability to diagnose student progress or difficulties and prescribe appropriate instruction and materials.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
19. Are there other important competencies not listed above? Please describe and provide ratings:																
A.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
B.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
C.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

BEST COPY AVAILABL

Part B. Your Evaluative Input Regarding General Education (Group) Requirements at B.G.S.U.

1. In completing the group requirements for your undergraduate program, how much opportunity did you have to select courses which were suited to your own needs and interests?

	Very Much	Some	Little	None
Group I -- Composition, Literature, Speech	☐	☐	☐	☐
Group II -- Science and Math	☐	☐	☐	☐
Group III -- Social Science	☐	☐	☐	☐
Group IV -- Fine and Applied Arts	☐	☐	☐	☐

2. To what extent were your needs and interests considered in the teaching of the courses you completed for your group requirements:

	Very Much	Some	Little	None
Group I -- Composition, Literature, Speech	☐	☐	☐	☐
Group II -- Science and Math	☐	☐	☐	☐
Group III -- Social Science	☐	☐	☐	☐
Group IV -- Fine and Applied Arts	☐	☐	☐	☐

3. To what extent do these courses emphasize generalization rather than academic specialization?

	Very Much	Some	Little	None
Group I -- Composition, Literature, Speech	☐	☐	☐	☐
Group II -- Science and Math	☐	☐	☐	☐
Group III -- Social Science	☐	☐	☐	☐
Group IV -- Fine and Applied Arts	☐	☐	☐	☐

4. The general group requirements

_______(1) provided for acquisition of a breadth of knowledge needed by "educated" people
_______(2) was somewhat valuable
_______(3) was generally a waste of time

5. The general group requirements

_______(1) provided a good background for teachers
_______(2) was somewhat significant for prospective teachers
_______(3) was generally of little significance for prospective teachers

Part C. Your Evaluative Input Regarding the content courses in your Major/Minor Teaching Fields or Areas

Major Field or Teaching Area (Your major was ________________________.)

1. The number of credits or courses required for my major was:
_______(1) too large or too many
_______(2) too small or too few
_______(3) about right

2. The content of my major was:
_______(1) well adapted to the needs of teachers
_______(2) only moderately relevant to the needs of teachers
_______(3) largely irrelevant to the needs of teachers

3. The content of my major was:
_______(1) too broad and general for the needs of teachers
_______(2) too narrow and specialized for the needs of teachers
_______(3) well balanced to provide both breadth and depth

4. Courses in my major were taught in a way that:
_______(1) related the content to the needs of teachers in most instances
_______(2) related the content to the needs of teachers in some instances
_______(3) had no observable relationship to the needs of teachers

Part C continued

Minor Field or Concentration Area (if any) (Your minor(s) or concentration area(s) was/were ________________.)

1. The number of credits or courses required for my minor or concentration area was:
   _______(1) too large or too many
   _______(2) too small or too few
   _______(3) about right

2. The content of my minor or concentration area was:
   _______(1) well adapted to the needs of teachers
   _______(2) only moderately relevant to the needs of teachers
   _______(3) largely irrelevant to the needs of teachers

3. The content of my minor or concentration area was:
   _______(1) too broad and general for the needs of teachers
   _______(2) too narrow and specialized for the needs of teachers
   _______(3) well balanced to provide both breadth and depth

4. Courses in my minor or concentration area were taught in a way that:
   _______(1) related the content to the needs of teachers in most instances
   _______(2) related the content to the needs of teachers in some instances
   _______(3) had no observable relationship to the needs of teachers

Part D. Your Evaluative Input Regarding the Professional Education Component (Education Courses, Methods Courses, and Student Teaching)

1. The number of credits or courses required in the professional component of the program was:
   _______(1) too large or too many
   _______(2) too small or too few
   _______(3) about right

2. The content and experiences making up the professional component:
   _______(1) were generally well suited to preparation of a teacher
   _______(2) were somewhat suited to preparation of a teacher
   _______(3) made little real contribution to preparation of a teacher

3. Please provide a rating of the value of each of the following seven areas in your preparation to become a teacher.

	Highly Positive	Positive	Average or So-So	Negative	Highly Negative
1. Psy 201 General Psychology	☐	☐	☐	☐	☐
2. Educational Psychology (Educ. 302)	☐	☐	☐	☐	☐
3. Methods Course (or methods sequence if elementary major)	☐	☐	☐	☐	☐
4. Tests and Measurements (Educ. 402)	☐	☐	☐	☐	☐
5. Philosophy of Education (Educ. 408)	☐	☐	☐	☐	☐
6. American School System (Educ. 409)	☐	☐	☐	☐	☐
7. Student Teaching	☐	☐	☐	☐	☐

Part E. Your Evaluative Input Regarding Special Observational, Laboratory and/or Clinical Experiences at BGSU

1. Please check the special project(s) with which you were involved.
   _______1. Project Interaction
   _______2. MERGE Project
   _______3. MEP (Methods Experience Project)
   _______4. Alternatives in Education
   _______5. Help-A-Child
   _______6. Milton Project
   _______7. September Experience
   _______8. PER Crim Project
   _______9. IET 268 Field Experience
   ______10. Classroom observations/participation connected to methods courses
   (Course(s) name or # ______________________)
   _____ 11. Other (please list) ______________________________

Part E Continued

2. How do you feel about each of the special projects you checked above in respect to your preparation for teaching? (Student Teaching is also included in this and the next two items.)

	Highly Positive	Positive	Average or So-So	Negative	Highly Negative
1. Student Teaching	☐	☐	☐	☐	☐
2. Project Interaction	☐	☐	☐	☐	☐
3. MERGE Project	☐	☐	☐	☐	☐
4. MEP (Methods Experience Project)	☐	☐	☐	☐	☐
5. Alternatives in Education	☐	☐	☐	☐	☐
6. Help-A-Child	☐	☐	☐	☐	☐
7. Milton Project	☐	☐	☐	☐	☐
8. September Experience	☐	☐	☐	☐	☐
9. PER Crim Project	☐	☐	☐	☐	☐
10. IET 288 Field Experience	☐	☐	☐	☐	☐
11. Classroom clinic observations/participation connected to methods courses (Course(s) name or #________________)	☐	☐	☐	☐	☐
12. Other ________________	☐	☐	☐	☐	☐

3. How do you feel about the adequacy of University supervision provided you during your laboratory or clinical experiences?

Activity	Extremely Satisfactory	College Supervisor(s) were helpful but not readily available to me at times Satisfactory	I hardly received any supervision at all Unsatisfactory
1. Student Teaching	☐	☐	☐
2. Project Interaction	☐	☐	☐
3. MERGE Project	☐	☐	☐
4. MEP (Methods Experience Project)	☐	☐	☐
5. Alternatives in Education	☐	☐	☐
6. Help-A-Child	☐	☐	☐
7. Milton Project	☐	☐	☐
8. September Experience	☐	☐	☐
9. PER Crim Project	☐	☐	☐
10. IET 288 Field Experience	☐	☐	☐
11. Classroom clinic observations/participation connected to methods courses (Course(s) name or #________________)	☐	☐	☐
12. Other________________	☐	☐	☐

BEST COPY

4. The above questions dealt with university supervisors. In the same frame of reference, how do you feel about the adequacy of the supervision given you by the classroom teacher(s)?

Activity	Extremely Satisfactory	Satisfactory	Unsatisfactory
1. Project Interaction	☐	☐	☐
2. MERGE Project	☐	☐	☐
3. MEP (Methods Experience Project)	☐	☐	☐
4. Alternatives in Education	☐	☐	☐
5. Help-A-Child	☐	☐	☐
6. September Experience	☐	☐	☐
7. PER Crim Project	☐	☐	☐
8. IET 288 Field Experience	☐	☐	☐
9. Classroom clinic observation connected to methods courses	☐	☐	☐
10. Student Teaching	☐	☐	☐
11. Other ______________________________	☐	☐	☐

5. Do you believe that BGSU should offer and request future teacher education students to have more off-campus, real classroom experiences?

_____ yes _______no

6. If your answer to #5 was yes, what on-campus courses or experiences should be reduced or eliminated in order to provide time for such off-campus experiences?

____

____

____

Part F. Your Evaluative Input Regarding Academic Advising at BGSU.

1. How do you feel about the quality of academic advising services that were available to you throughout your four years at the University? (Check as many spaces as you desire.)

______(1) I was extremely satisfied
______(2) I was satisfied
______(3) I seldom had need for advice or counseling
______(4) I found it difficult to get advice and counseling when I needed it
______(5) My advisor was hardly ever available to me
______(6) I knew more than my advisor!

Part G. Your Evaluative Input Regarding Instructional Material Facilities at BGSU.

How do you feel regarding:	Extremely Satisfactory	Satisfactory	Unsatisfactory
1. The accessibility of library resources at BGSU?	☐	☐	☐
2. The adequacy of instructional materials and media at BGSU?	☐	☐	☐
3. The accessibility of media resources at BGSU.	☐	☐	☐

BEST COPY AVAILABL

Part H. THIS PART IS TO BE COMPLETED BY ELEMENTARY AND SPECIAL EDUCATION MAJORS ONLY:

How do you feel about each of these courses in respect to its contribution to your preparation for teaching? (Please check (✓) your response.)

	Response				
Course	Highly Positive	Positive	Average or So-So	Negative	Highly Negative
1. Art 343 (Arts & Crafts)					
2. Industrial Education 316 Technology in Elem. Ed.					
3. Educ. 351, Soc. Studies in Elementary School					
4. Education 352, Math in Elementary School					
5. Education 353, Science in Elementary School					
6. Education 355, Reading in Elementary School					
7. Education 356, Language Arts in Elementary School					
8. English 342, Children's Literature					
9. Math 241 and 242, Elementary Math					
10. Music 351, 352, and 353					
11. PER 342, Physical Education in Elementary School					
12. Art 101					
13. Psychology 201					
14. English & Speech Requirements					
a. English 112					
b. Elective in English Lit.					
c. Speech 102					
d. Speech 423					
15. Science Requirements					
a. Biology 104 or 101					
b. Two Physical Sciences					
16. Social Studies Requirements					
a. Geography 121 & 122					
b. History 151 or 152 or 153					
c. History 205 and 206					
d. Electives in Social Studies (9 hrs.)					
17. Special Education Methods Courses					
a. EDSE 431 Except. child					
b. EDSE 451 Und. L & BD					
c. EDSE 438 Materials					
d. EDSE 443 Practicum L&BD					
e. EDSE 453 Ev. of L.D.					
f. EDSE 454 Ed Proc L&BD					

Part I. Evaluative OPEN-ENDED Statements

1. Please list specific suggestions for curriculum improvement in your major area of preparation that you think would be beneficial to future pre-service teachers. Use separate page if space is not sufficient.

Your major was ____________________

Part I. continued

2. Please list specific suggestions for curriculum improvement in your minor area of preparation that you think would be beneficial to future pre-service teachers. Your minor was ____________________.
(Use extra page, if necessary.)

3. Please list any other aspect of your teacher education preparation, positive or negative, not covered heretofore. (If you desire to emphasize some of your previous responses, please do so in this space and, if needed, on back of this sheet.

A Questionnaire Concerning the Needs
and Teaching Effectiveness of Former
Bowling Green State University Students

Teacher's Authorization for His/Her Principal to complete the questionnaire (Teachers: please fill in the five blanks):

I, ______________________________, __________ ___ ______, an employee under the direct supervision/
(1)(teacher's name)(please print) (2)(social security #)

administrator of ______________________________, do, with the transmittal of this questionnaire, give my
(3) principal's name

consent for said principal to complete the questionnaire and return it to BGSU. It is my understanding that the principal's responses will merely be used by BGSU as part of a general endeavor for determining the overall needs and general teaching effectiveness of past students and that in no way will such responses be filed by name or used to my betterment or detriment.

______________________________ ______________
(4) Teacher's signature (5) Date

Directions to the Principal.

Please read the cover letter sent to the teacher. This letter explains the purpose of this checklist. Also, under the present laws of our land it is my understanding that the teacher should give you authorization to complete this checklist. In this manner you will not be a party to a covert evaluation. Therefore, if for some reason you have the checklist but the teacher has not signed the authorization at the top of this page, please check with him/her and attempt to obtain an indication of the teacher's intentions.

Please fill in the following four spaces and then complete the checklist. Specific instructions accompany the items.

Thank you.

Fred L. Pigge, Director
Educational Research and Services
Bowling Green State University

Principal's Name ______________________________ School System ______________________________

Teacher's Name ______________________________ Teacher's Grade Level and/or Subjects ______________

Presented below are several teaching competency statements that we wish you to respond in two ways -- the above named teacher's need for this competency in her present job and his/her proficiency in each area. We would like you, under proficiency, to compare such teacher to other teachers with similar years of teaching experience.

Teacher's Need for and Proficiency in Selected Competencies

General Education Competency Statements	Teacher's Need for this Competency High 5	4	3	2	Low 1	An Estimate of the Teacher's Proficiency in This Area Highest 5	4	3	2	Lowest 1
1. Ability to demonstrate a positive attitude toward students and teaching.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
2. Ability to maintain order in a classroom and to assist students in the development of self-discipline.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
3. Ability to motivate student achievement via modeling, reinforcement, provision of success experiences, appeal to student interests, etc.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
4. Ability to apply appropriate evaluative techniques for the systematic evaluation of pupil progress.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
5. Ability to individualize instruction to meet the varying needs of students, via techniques such as mastery learning, alternative assignments, individual contracting, group work, etc.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
6. Ability to utilize audio-visual equipment and materials in teaching.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

BEST COPY

	Teacher's Need for this Competency					An Estimate of the Teacher's Proficiency in This Area				
	High				Low	Highest				Lowest
	5	4	3	2	1	5	4	3	2	1
7. Ability to prepare and develop lesson plans and teaching units.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
8. Ability to understand the behavior actions, feelings, attitudes, mores, etc. of the pupils.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
9. Ability to prepare teacher-made tests, and evaluate/report pupil progress.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
10. Ability to understand and utilize standardized tests.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
11. Ability to compare and contrast various philosophical viewpoints.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
12. Ability to encourage and facilitate the development of children's social skills and enhanced self concept.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
13. Ability to continue the development and clarification of his/her own philosophy of education.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
14. Ability to construct behavior/performance objectives in subject matter field.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
15. Ability to apply the major principles of school law to areas such as due process, contracts, certification, teacher liability and corporal punishment.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
16. Ability to utilize reading organization skills to divide a class into reading groups.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
17. Ability to choose from a broad knowledge of the ideas that have shaped our culture.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
18. Ability to diagnose student progress or difficulties and prescribe appropriate instruction and materials.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
19. Ability of the teacher to perform in his/her role in the administrative organization and procedures for your school building and system.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
20. Teacher's performance relative to relationships with his/her teaching colleagues.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
21. Teacher's knowledge of the course content in the field for which he/she was prepared to teach.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
22. Teacher's performance in handing the "non-teaching" responsibilities assigned to him/her.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
23. Teacher's use of good judgment and tact.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
24. Teacher's relationships with parents.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
25. Teacher's response to supervision and suggestions.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

You may have thought of some important teaching competencies not included above. Please use the space below (or attach a separate page) to describe those important teaching abilities/competencies and then provide need/proficiency ratings for them.

25. Other Competencies:

	Need					Proficiency				
	High 5	4	3	2	Low 1	Highest 5	4	3	2	Lowest 1
A.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
B.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
C.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

26. Considering total effectiveness in guiding pupil growth, I believe this teacher, when compared to other teachers with similar experience, is:

_______5. Excellent, Very adequate, Way above average, etc.
_______4. Above average, good, etc.
_______3. Average, adequate, etc.
_______2. Somewhat below average, etc.
_______1. Poor, Inadequate, way below average, etc.

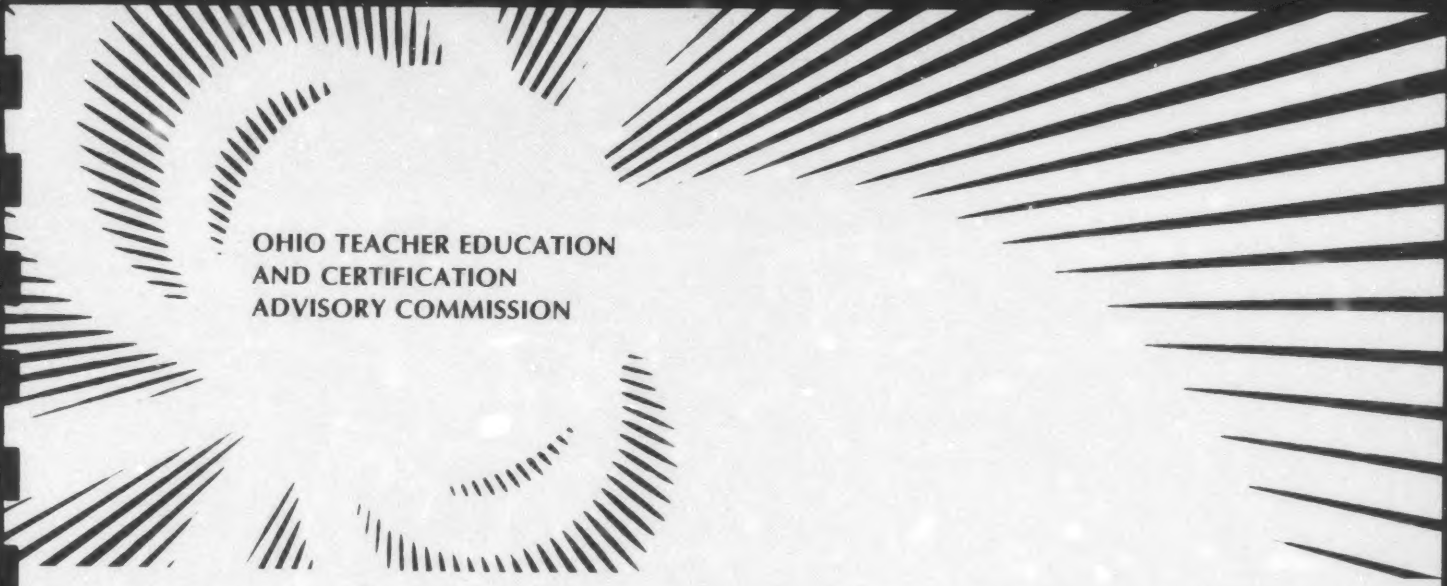
27. Do you have suggestions as to how we can better prepare teachers? If so, please describe them in this space or attach a separate page.

28. Do you have suggestions as to how we can better obtain "on-the-job" evaluations of our graduates than questionnaires such as the present? If so, please describe in this space or on a separate page.

29. Special Comments:
(For example, visible strengths and/or weaknesses of teacher education preparation at Bowling Green State University.)

Please return completed questionnaire within 10 days of its receipt in enclosed self-addressed postage paid envelop to:

Office of Educational Research and Services
College of Education
455 Education Building
Bowling Green State University
Bowling Green, Ohio 43403



OHIO TEACHER EDUCATION AND CERTIFICATION ADVISORY COMMISSION

Raymond A. Legrand, *Chairman, Cleveland*
Carol Matthews, *Vice-Chairman, Maumee*
Dorothy Kavanagh, *Liaison, South Charleston*
Jonathan Booker, *East Cleveland*
John Bryant, *Wilmington*
Ann Doddridge, *Berea*
William R. Drury, *Xenia*
Richard Guerriero, *Youngstown*
Nancy Hamant, *Cincinnati*
Robert J. Kegerreis, *Dayton*
Carol Kroll, *Wilmington*
Arnold J. Moore, *Youngstown*
Lon Randall, *Canton*
Daisy Torrence, *Dayton*
Millie Waterman, *Mentor*
Donald F. Wilson, *Parma*

> *Any attempt to introduce change into the school setting requires, among other things, changing the existing regularities in some way . . . Deliberate changes in programmatic regularities are intended to change the occurrence and frequency of behavioral regularities.*
>
> Seymour B. Sarason
> The Culture of the School and the Problem of Change.

BEST COPY AVAILABLE